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The social studies program from kindergarten through grade three should help meet the physical, social, emotional, and mental needs of this age group. Integrated learning with other studies and the value of current events in the program are discussed.

The goal of the program is to give the child an understanding of human relations and adjustments. In order to reach this goal, the curriculum is divided into four broad units covering the four years -- Our Friends and Helpers, Families at School and Home, Man's Interdependence, and Pittsburgh. It is suggested that the social studies program is best carried out through experience units; methods of implementing the units are given. Basic concepts, skills, vocabulary, and activities for each grade level are included. Also given are lists of supplementary books, audiovisual aids, and recommended field trips.

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SOCIAL STUDIES COURSE OF STUDY

Kindergarten, Grades 1, 2, and 3

DIVISION OF CURRICULUM DEVELOPMENT AND RESEARCH

THE BOARD OF PUBLIC EDUCATION

Sidney P. Marland, Jr., Superintendent

PITTSBURGH, PENNSYLVANIA

February 1964

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FOREWORD

Inherent in social studies, as in no other academic subject in the schools, is a potential for human good. It deals with man's spirit, his aspirations, his trials, his hatreds, his fears, his progress, his attitudes, his courage, his politics, his sacrifices, his sense of brotherhood, his religion, his freedom, his love. By its very nature, social science does not lend itself to concrete and readily digested facts or processes as do arithmetic, spelling, reading, and the physical sciences.

Fundamentally, social studies embrace history, geography, economics, political science, sociology, and civics or citizenship. Social studies are more concerned with ideas than with things. The facts of history or citizenship or geography are not ends in themselves, but should serve as foundations on which to build understandings, attitudes, and sensitivities. A goal of the social studies is to view, evaluate, and make decisions in the present in the light of the past with the earnest desire of building a better future through the evolution of civilized and educated men.

In the teaching of social studies there must be a balance between the teaching of facts, per se, and a development of intellectual disciplines and foundation learnings that must be a prerequisite to honest understandings. In the teaching of social studies the school and the classroom become a laboratory where children are encouraged to practice the principles of free government, citizenship, and human relations.

The on-rushing politics, technology, and strife of the twentieth century have left far behind them man's understanding of man. It is to this grave deficit in our civilization that the social studies address themselves. It is to this appalling task that the social studies teacher humbly and courageously comes to grips.

Superintendent of Schools

PART I

TEACHER ORIENTATION

INTRODUCTION

Philosophy

We Believe in Democracy

The democratic way of life is the foundation of our American society. The schools are one of the main instruments for passing on and enriching this heritage of democracy. For this reason it is of vital importance that we build in our children and youth the following attitudes and appreciations. These represent "feelings" and are therefore basic because how we feel governs what we do.

Appreciation of our democratic way of life through participation in democratic living in the classroom

Appreciation of the responsibilities and privileges of citizenship in a democracy (accepting decision of majority, respecting rights of minority, respect for law, voting, paying taxes)

Appreciation of the values of education for intelligent participation in a democracy

Respect for the dignity and worth of the individual

Respect for the beliefs and personal property rights of others

Appreciation of the contributions of peoples of many backgrounds

Love of our country fostered through an understanding of what our flag stands for, meaning of the flag salute, and learning some of our patriotic songs

Respect for observance of our national holidays as reflections of our American heritage

Democratic Living

These attitudes and appreciations must be fostered and developed through all classroom living. The children must believe in themselves, have faith, and recognize the worth of every human being, for these are essential to individual happiness and responsible citizenship. If we help the youth of our community make these qualities of the spirit a living part of their consciousness, we shall know that we are making a real contribution in moral and spiritual values.

Children and teachers are living every moment of their lives, and the indirect way of attaining these understandings is being developed through everything they say, do, think, and feel. It is important that the teacher practice good democratic living in all her relationships with the children and others in the school, and that she guide the group in good democratic living in all their relationships with each other and with people outside their own group. Children need guidance in meeting the actual problems that arise in their everyday living in the school and community in order to become good future citizens who will meet the problems of the world creatively and solve their own personal problems with determination. Therefore, it is important that the whole school program be permeated with this idea, and that an intelligent understanding of how this way of life works and why it works be developed gradually as each child is ready and able to grasp it.

Social Studies Program

All education is concerned with social development, but it is through social studies that this development may be stimulated and guided more directly. Social studies is the study of people, how they solve their problems to satisfy their needs for food, clothing, and shelter, how they live and work as individuals or in groups. It embraces the fields of geography, economics, government, sociology, anthropology, and history (herein labeled American heritage). The content to be developed in each of these fields is outlined on the Program Chart page 10. It is more fully stated in the understandings listed for each grade in Part II. The teacher should become very familiar with this content so that she can use every opportunity to develop it through unforeseen opportunities as well as planned experiences. Certain areas of science, such as land and water forms, conservation, space relationships, are closely related to social studies and can be readily correlated, also.

In the kindergarten-primary grades the purpose of social studies is to help the child to understand his environment, to live with other people, to appreciate their contributions, and to understand, to a greater degree, his place in the total scheme of living (self-realization). Presentation will start with the child's immediate environment. However, since he is very much aware of other parts of the world because of television, radio, movies, the mobility of modern family living, it is necessary to help him relate his own personal experiences with those of children in other parts of the world. If this is done through patterns of living that are familiar, it is possible for the child to comprehend the unfamiliar. For instance, as he becomes aware of the pattern of his own family life, he has a basis for understanding family life in areas remote to him. As he learns about where he gets his food and clothing, he has a point of orientation for becoming aware that other countries are very important to his comfort and satisfaction. As he learns more about his own city, Pittsburgh, he learns something about its relationship with other parts of the world. In thinking about peoples around him or farther removed from him, the emphasis should be placed upon the similarities of children of different nationalities or economic levels rather than upon the differences. The concept of "oneness"

can be developed through a beginning understanding of the fact that all have certain basic needs. Children will begin to sense this by discovering that children everywhere at all times have liked to play, eat, sing, listen to stories; that they all have homes, fathers, mothers, brothers, sisters, friends, pets, and toys. At the same time we do not want to lose sight of the unique contributions of peoples of different races, nationalities, and creeds.

Integrated Learnings

The social studies program is necessarily integrated with the learning all through the school day because social living goes on whether the child is working independently, in a small group, or as a participating member of the larger group. The program also uses the skills that are being taught. They acquire meaning and importance to the child because they are the tools which he uses to help solve his problems, to increase his knowledge and understandings, and to help him live with more satisfaction in the social groups of which he is a member. He will use books and other reading material as sources and as enrichment in his living. He will use English, writing, and spelling as he plans, records, and shares his learning and interests with others. He will use arithmetic as he counts the children when planning for a trip, compares and measures during construction, and makes change or adds the cost during dramatic play. Science will take on meaning and importance as he discusses and records his observations of the weather, plant life, pets, etc. Health and safety will become more meaningful when the children help make the rules to be used in their living in school and on trips, and are responsible for carrying them out. Aesthetic experiences will be enriched as children listen to and appreciate music and good literature, create rhythms, songs and poems, and express themselves with various art media.

Current Events

News and current events are becoming more and more meaningful to the young child because television brings local and national news into the home, and the pattern of moving from one place to another is becoming more common. Development cannot be defined in the course of study because current events is indicated as a thread running through the entire year.

Through awareness of current news, the children begin to broaden their understanding of people and activities at home and in other parts of the world. The teacher should be ever alert to items of news that are pertinent to the program or of interest to the children. She should allow time for discussion, encourage the children to share what they find out, provide space for exhibiting pictures or clippings, and, when appropriate, record happenings of high interest on a time line or in a scrapbook.

NEEDS AND CHARACTERISTICS OF THE KINDERGARTEN-PRIMARY CHILD AND HOW THE SOCIAL STUDIES PROGRAM HELPS MEET THOSE NEEDS

Physical

The child	We should
Is extremely active.	Provide for purposeful activity through dramatic play, construction, trips, etc.
Tires easily.	Consider the limit of the child's strength when planning a daily program including activities and trips.
Needs space, time, and equipment to exercise large muscles.	Provide purpose and equipment through dramatic play, construction (with wood, hollow blocks, paint, etc.), and trips. Time and space must be planned by the teacher and group together.
Is still in the stage when his small muscles are developing. Eyes tend to be far-sighted; fingers are not ready to do fine work.	Consider the stage of his development and not demand too much of the small muscles until they are ready.
Likes to manipulate and explore.	Provide stimulating environment, including easily accessible materials, such as work materials, tools, magnifying glass, view-master, toys, textiles, collections, etc. Encourage the child to manipulate and explore in and out of school.

Social

The child	We should
Likes to imitate.	Expose him to good examples at all times.
Likes to dress up.	Provide simple materials for dressing up for dramatic play, such as scarves, pieces

	of colored cheesecloth, purses, shoes, etc.
Is self-centered and individualistic and needs to be accepted as he is.	Provide opportunity for the child to experience success and a feeling of satisfaction as an individual through making unique contributions to the group.
Is learning to work and play in groups. The size of the group increases as he matures.	Provide centers of interest in which few or many children take part. Help children to grow through planning and experiencing together, taking trips with a common purpose, expressing common experiences through dramatic play, construction, art, music, language, etc. Through these experience groups, they begin to feel more deeply the work and life of other people in their neighborhood community and distant communities.
Lacks self-control.	Through living together, through experiencing the satisfaction of working, playing, and planning with a group, help the child learn to accept the necessity of exercising self-control.
Is learning to appreciate the success of others and to be a good loser, a good follower, and a good leader.	Help the children to exchange ideas and enjoy the talents of others. Be on the alert to see that each child finds his place and makes his contribution regardless of the range of his ability.
Likes to be first.	Provide the opportunity for each child to be first at some time as well as help him accept the fact that others must have the same privilege.
Tends to be careless of property but is more protective of his own.	Provide opportunities for sharing in responsibility for care of materials. This helps to develop sense of pride in possessions and respect for the property of others.

Desires approval and trust of adults and of peers.	Help the children learn mutual respect and admiration as the teacher and children experience living together in a group.
Accepts all people regardless of race, color, religion, or economic differences.	Set the climate by the teacher's own attitude and by the experiences she provides for greater co-operation and understanding.
Often has the same interests as the opposite sex, but boy and girl interests begin to differ in some activities.	Encourage the children to participate in many activities and accept the fact that boys may be interested in doll-play, sewing, etc., and girls, in blocks, woodwork, etc. Help individual members of the group to accept this fact, too.

Emotional

The child	We should
Feels a need for security and belongingness.	Help each child to feel he can depend upon the friendly understanding of an emotionally stable teacher. Also help him to feel he has a contribution to make to the group by discovering his strengths and talents and helping him to use them well as he participates in group work, responsibilities, and activities.
Is easily overstimulated and full of nervous energy.	Direct his energy in desirable paths, such as dramatic play, use of equipment and materials.
Is bewildered by sudden changes. He needs time to adjust to new situations and environment.	Plan a flexible program, alternating quiet and active periods so that tensions may be minimized. Use large blocks of time when planning the day so that each child can experience a feeling of satisfaction and a sense of readiness for change. Pupil-teacher planning and preparation for change or new situations will help prevent emotional disturbances.

May fear animals, darkness, unknown experiences, noises, etc.	Discover the cause of this fear and then correct any misconception he has or help him become familiar with the unknown facts by learning the truth concerning the object of his fear.
Shows a growing stabilization of emotional disturbances.	Inspire confidence and faith. Take an objective attitude toward disturbances and never ridicule them. Avoid too many competitive games. Try to provide for successes instead of failures. Keep children busy and interested, for an environment which contains many things to do and much to watch allows little time for emotional upsets. Develop a broadening interest in others.
Is gaining a measure of independence from adults.	Develop a sense of responsibility by arranging the room with well-organized work and play centers where materials are readily accessible; by having children care for pets, plants, and equipment; by providing for groupings in work and play where the children can have greater and greater satisfaction in thinking and planning for themselves.
Has a sense of humor.	Provide a happy atmosphere and encourage a sense of humor (by one's own example).

Mental

The child	We should
Has short attention span (for superimposed tasks).	Provide a challenging program which will interest the child and build a longer attention span.
Is curious and inquisitive. Likes to experiment with people, places, and things. Learns through concrete experiences rather than abstractions.	Encourage and stimulate the child through an environment where there is much to explore; through experiences in and out of school; and through an atmosphere

	that challenges interest.
Lives in factual and realistic world; his imagination is slowly developing.	Recognize the child's range of interests and understandings when planning experiences and activities. As his imagination develops, help him to distinguish between the real and imaginary.
Lives in the here and now, but has a beginning interest in time and space relations.	Provide that the child gains in his understanding of his world as he has ability to grasp it, and lead him ever into broader understandings and interests as he matures. Give him rich experiences in his immediate environment and lead him farther afield from the near to the distant, from the present to the past.
Is developing ways of thinking and working independently. Learns through participation rather than by rote. Has ability to reason. Likes to plan and choose. Is increasing in ability to organize, classify, and generalize.	Set up a learning atomsphere conducive to democratic group living wherein sharing of responsibility, opportunity to play, "do," and evaluate are vital parts.
Spends time in quiet reflection.	Provide time for quiet reflection without demand for product.
Enjoys talking, but may make unreliable statements through lack of command of language.	Allow time for informal conversation, discussion, and listening to others.
Is growing in ability to express himself.	Enrich the child's experiences and school environment and encourage the child to express himself through dramatic play, art, music, and language.

Enjoys listening to stories within his field of interest.	Extend his understandings through stories about people, places, and things.
Is eager for information and knowledge.	Provide rich opportunities for child to gain information about people, places, and things through trips, pictures, movies, interviews, books, experiments, collections, etc., and challenge further the child's desire for information.
Follows varying speeds and patterns of mental development because of his own heredity and environmental background, and/or because of his innate capacities; needs to be accepted as he is.	Recognize each child's pattern of development, and help him to grow in the way best suited to him so that he may feel a confidence in himself. Provide materials on varying levels so that the mature, more able child may satisfy his curiosity and urge to learn, and so that even the least mature may find sources he is able to use in order to make his contribution to the work of the group. Provide opportunity for making choices; for a variety of ways of expression, such as dramatic play, discussion, music, art, construction, and the language arts, so that each child may find the means he uses best.

PROGRAM CHART

Social Studies in Kindergarten-Grade 3

Goal: A Beginning Understanding of Human Relationships and Adjustments

	Kindergarten	*First Grade*	*Second Grade*	*Third Grade*
	Our Friends and Helpers	Families at School and Home	Interdependence of Our Community	Pittsburgh, My City
	Map development skills appropriate to the grade are spelled out at each level.			
Geography	Seasons and weather affect the activities of people. People adapt to the natural environment to meet their needs.	Climate and weather affect: Activities of people Types of shelter Animal and plant life Topography helps determine how people live. Natural resources determine the kind of shelter people use. People must help conserve natural resources.	Topography helps determine how neighborhood communities are laid out. Growing things help to preserve the natural resources. Climate and other geographic conditions help to determine the activity and products of different areas.	Topography and location of natural resources have influenced the development of Pittsburgh. People must plan and work together to conserve natural resources. Pittsburghers are interdependent with other communities of the world because of differing environments.
Economics	Workers in the school family have special jobs to do. Care in use of equipment and materials makes them last longer. Members of the family depend upon each other as well as upon others outside the family for their needs and comforts. Our schools need special workers who provide services.	Members of a family are interdependent upon each other. Members of the school family are interdependent upon each other. The policeman and librarian are workers who provide services for us. Care in the use of books and materials makes them last longer.	Workers within the neighborhood provide some of the services and goods needed by its members. People are dependent upon workers outside the neighborhood for goods and services. People earn a living by providing services and goods for others. Workers need special skills to do their jobs. People must choose how to spend their money.	Pittsburgh is a large industrial city. Pittsburgh produces goods for use here and in other parts of the world. Pittsburgh uses products from other parts of the world.

Sociology and Anthropology

Kindergarten

Our Friends and Helpers

Children go to school to learn, work, and play together.

Members of the class, their teacher, and other school workers make up the school family.

We depend upon one another for love, approval, and help at school as well as at home.

Holidays are celebrated in different ways.

First Grade

Families at School and Home

Children everywhere go to school.

Children everywhere belong to a family.

Families live in homes.

Children everywhere have pets.

Many holidays are celebrated in different parts of the world but not in the same way.

People in other parts of the world do some things differently because their country is different.

Second Grade

Interdependence of Our Community

The school is one of the places where we learn.

The neighborhood includes the people who live there and the people who work there.

There are different kinds of buildings in a neighborhood, each adapted to meet specific needs.

Business tends to locate in a central area of the neighborhood.

All people at all times and in all places provide some kind of recreation for themselves and others.

Third Grade

Pittsburgh, My City

Pittsburgh is a large community made up of many smaller communities.

People of Pittsburgh have many different backgrounds, and have contributed to the cultural growth of the city.

People of Pittsburgh plan together to make Pittsburgh a better place to live.

Newspaper, television, and radio help to keep us informed.

	Kindergarten	*First Grade*	*Second Grade*	*Third Grade*
			Interdependence of Our Community	
	Our Friends and Helpers	Families at School and Home		Pittsburgh, My City
Government	We can live happily together if we respect the rights of others. Safety drills are necessary. Our safety depends upon our obedience to the school guard and patrols.	Rules and regulations are needed for safety and courtesy. The policeman sees that rules and regulations of the community are obeyed. We help by obeying the rules of the community.	Organization and rules are necessary for good living in the classroom. Citizens living in a neighborhood must accept responsibility for good community living. Some neighborhood services are paid for by taxes.	Pittsburgh is a large city in the state of Pennsylvania. Organization and government are necessary when people live in a community. Citizens in a democratic community vote, pay taxes, help make rules, and live up to them. Pittsburgh provides special services for the good of all. People plan together to make their city a better place to live.
American Heritage	We are proud to be Americans. The American Flag is our flag. We remember and honor great men in our country.	Our American heroes had families and home and an education. Our flag has special meaning to us. Thanksgiving is part of our American heritage.	Special observances make us more aware of our American heritage.	Commemorative holidays help us appreciate our American heritage. Names of streets and places in Pittsburgh help us remember important people and events. Pittsburgh long ago was the foundation of Pittsburgh today.

SUGGESTIONS FOR CARRYING OUT THE PROGRAM

This program is best carried out through experience units.

I. What is an experience unit?

A unit in the kindergarten-primary grades is a major center of interest around which many of the purposeful, related activities of a class are developed through real-life situations that are within the child's experience and understanding.

It must be remembered that a unit includes both experiencing and expressing. The experiencing will go on both in and out of the classroom and will include trips, visitors to classroom, books, visual aids, and other sources of information. The expressing will go on in dramatic play, discussion, language arts, use of art and construction materials, music, physical activity, etc. The teacher needs to remember that the experiencing and learning that go on in the group are of major importance, and that activities used should broaden the experience and understanding of the children.

The unit uses the natural method of learning through doing as well as through study procedures. The activities are good approaches to learning for <u>all</u> children, but are particularly valuable for those who are not ready to get a large part of their information from books.

II. How can the teacher aim the development of the unit to meet the needs of the group?

A. Know the characteristics and needs of children, especially her age group, and areas of interest appropriate for their maturation level. (See pages 4-9.)

B. Review and use the children's earlier learnings.

C. Be familiar with the home and community environment peculiar to the group and know what resources that community offers.

D. Be sure the activities are within the needs and readiness of the group.

E. Be alert to interest displayed by the group that would be worthy of development. This means the experience unit should

1. Offer possibilities for gaining information that the children are able to understand.

2. Offer opportunities for each child to contribute no matter how limited his ability and make it possible for him to do so.

3. Stimulate each child to call forth his best effort no matter how broad his ability.

4. Call for thinking, planning, doing, and judging.

5. Require only materials that can be obtained by teachers and children.

6. Provide for good social living, including individual and group activities, and offer opportunities for dramatic play.

7. Offer opportunities for the development of aesthetic appreciations and habits of keen observation.

8. Be so varied from previous activities as to contribute toward a well-rounded development of the child.

9. Be based on purposes that are real to the children.

10. Deal with the problems of social living sufficiently significant to merit study.

11. Be developed through activities and construction that are as authentic as possible.

12. Be sufficiently within the range of ability and interests of the group so that they will have a feeling of satisfaction.

III. How can an experience unit be developed?

A. Teacher plans for carrying out the unit

1. Plans motivating activities

2. Establishes possible goals to be attained through activities

3. Estimates time in light of value to be attained

4. Compiles pupil's bibliography--books and pictures that would be helpful to the group

5. Collects teacher's bibliography--books and materials that would enrich the teacher's background

6. Contacts possible resource people

7. Sights opportunities for field trips for on-the-spot learning

8. Notes opportunity for use of related subject matter

9. Plans activities for entire class

10. Plans activities for small groups and individuals

11. Lists possible questions for discussion

12. Collects materials needed

13. Lists possible culminating activities

B. Teacher sets the stage with

1. Pictures

2. Books on library table

3. Movies

4. A parent or worker visiting in the classroom

5. Excursions or trips

6. Exhibits, etc.

7. Play materials

8. Construction materials

C. Pupil-teacher activities develop the unit

1. Activity work period

The work period is the time when children express themselves through art, construction, and dramatic play. Though the social studies program often provides the content for much of the expression, it does not necessarily mean that everyone will be working on social studies. Individuals or the whole class may be using art materials just for the joy of creating or expressing something they feel that day.

However, the work period does contribute greatly to the social studies development of the children because it is the time when the group plans together and constructs or expresses with art materials the things they are learning about. They also learn through experiencing social relationships as they plan, meet problems (co-operatively or individually), discuss, evaluate, and appreciate.

a. The work period includes

(1) Planning. This is a pupil-teacher time for organizing work, choosing the group in which the child wishes to work, helping individuals or groups with their problems, deciding what has to be done and how certain things can be done.

(2) Work time. Actual work time needs to be sufficiently long for the children to get enough work done to make their achievement satisfying.

(3) Clean-up. Children should learn to do this quietly, quickly, and systematically.

(4) Evaluation and appreciation. Like the planning time, this is a pupil-teacher activity. This evaluation will be geared to the maturation level of the group. The little children learn to give and accept suggestion graciously and gradually develop in critical evaluation of their own work. Problems which have arisen should be discussed, the successful work of individuals and groups should be brought to the attention of the class, and needs for the next work time should be included.

b. Activities that may be carried out are

(1) Making dioramas
(2) Constructing a floor or table model
(3) Developing a mural
(4) Making booklets
(5) Making pictures of people or activities
(6) Modeling figures or models with clay

c. The organization of the room can do much to help or hinder the social living within the room. Therefore, it is important that the teacher remember to

(1) Arrange the room to suit the activities.

(2) Provide space for permanent interest centers, such as library, dramatic play, science treasures, leisure-time materials.

(3) Arrange space to avoid friction.

(4) Provide sufficient passageways.

(5) Provide good lighting and ventilation.

(6) Arrange supplies near the work and play centers so children may easily get the materials they need and return unused items.

2. Dramatic play

Dramatic play is that spontaneous play of childhood in which a child identifies himself with his world. He does not mimic; to him it is real living. Its value lies in the child's forgetting himself. It must be encouraged by providing space, time, and materials; and it must be guided by the teacher who will actively watch or participate during the dramatic play period. It cannot be a time for her to prepare material or do school records.

a. Space. Space must be provided for good dramatic play. A doll corner and space for block play or other construction should be provided for every kindergarten and first-grade child. The older child needs space where he can construct something in which or with which to make his play more meaningful. His properties and construction, such as roads, bridges, post office, airport, farm, pioneer cabin, etc., will be more realistic and will furnish stimuli for real experiencing.

b. Time. Time for dramatic play may come both when the children enter school at the beginning of each session and at the work period. It may be lengthened or shortened so as to provide time for satisfactory experience.

c. Materials. Dramatic play may be encouraged by such materials as blocks, dolls, playhouse equipment, costume box, toy people, animals, cars, trains, boats, planes, etc. Waste materials such as boxes, scrap lumber, spools, discarded wheels, clocks, radios, and motors are also valuable.

d. Teacher's responsibility. The teacher should provide the children with suggestive materials as they are needed; encourage co-operation, planning, and sharing; correct inaccurate concepts, challenge their thinking and discover where children

need further experience to enrich and clarify their understandings. The teacher as a leader should judge the value of the kinds of dramatic play that interest her children. She should guide the group so that their experiences and activities are worth while and lead to better understandings and wholesome, constructive activities. When it is necessary, she should help the children to substitute other activities for highly emotional play.

e. Creative dramatics. There is little or no place for formal dramatization in the primary grades since the children naturally play the people and things with which they are familiar.

Sometimes, through a desire to make an experience or story more meaningful or to share it with others, the children may plan a sequence, choose the parts, improvise the dialogue, and plan the action to convey the meaning to others or for their own enjoyment.

Dramatization, where the children follow the text exactly and play the parts as written, belongs to older children.

3. Field trips

Well-planned excursions are necessary in the social studies program. They allow the child to explore and broaden his knowledge of the people about him. He will begin to understand the geography of the vicinity and the interrelationship of the people in the neighborhood, the home, and the school. If we arouse the curiosity of the child, he will be interested in exploring more places on his own. In the third grade we can capitalize upon this expanding interest and go farther afield into the city of Pittsburgh.

a. Teacher preparation

(1) Teacher makes the trip herself to note

(a) The route
(b) Points of interest to be stressed
(c) Need for explanations at certain points
(d) Possible need of assistance from parent, safety patrol, and/or police guard
(e) Transportation needs, if any
(f) Possible comfort stop if trip is a distant one

(2) Teacher lists essential points to guide class discussion and planning of the proposed trip.

(3) Teacher contacts person in authority at place to be visited and makes any necessary plans.

(4) Teacher discusses excursion with the class to arouse interest.

b. Group preparation

(1) Permission for trip

(a) From principal
(b) From person in authority at the place to be visited
(c) From parents

(2) Time. Decide upon the best time for all concerned.

(3) Discussion of "Things for Which to Look."

(a) Develop specific aims for the trip.
(b) List questions suggested by the class.
(c) List questions of interest to individuals.
(d) List questions suggested by the teacher.

(4) Organization of our "Plans for Finding Out."

(a) Questions for which specific children or small groups may be responsible
(b) Other ways the group may find out

(5) Develop "Rules for the Trip" for the good of all concerned.

(a) Safety
(b) Consideration for others
(c) Respect for property

c. Teacher's job during excursion

(1) Guide and keep in touch with all groups.

(2) Ask questions occasionally.

(3) Explain when necessary.

d. Follow-up. Need not be immediate. Sometimes several days may elapse before the time is ripe for group discussion.

(1) Discussion--check against the list of things to look for. Were all questions answered?

(2) Organization of information gained (stories or charts)

(3) Expressional activities, such as dramatic play, creative dramatics, block play, map making, construction, art, music, and creative language expression

(4) Plans for thanking all who helped

NOTE: A blanket permission slip covering all trips in the neighborhood during the semester will save time and complications in planning for trips, for it is necessary that written parental permission be obtained for all excursions outside the school grounds. However, special permission must be obtained when the trip requires some means of transportation, such as cars or buses.

It is ESSENTIAL to advise the office whenever a group is out of the building.

4. Stories and charts

Through the rich experiences of the social studies a need for written language develops. When the child realizes that his ideas are being recorded, he has a feeling of satisfaction. He likes to hear his ideas read back to him after they are written. Results of the recording of his thoughts and ideas are the daily news and charts. These may be individual or class records and temporary or permanent. They may be used from kindergarten through third grade --whenever there is something interesting or necessary to record.

Charts help children to clarify and retain the knowledge and understandings gained from experiences and to organize their ideas in sequence. Chart making and chart reading provide a time for developing vocabulary peculiar to social

studies. Throughout the unit, the charts may be used as a guide for activities and as a reference which can be reviewed and enjoyed at any time. Through planning, sharing, and recording knowledge, understandings, and experiences, the solidarity of the group is increased.

a. Criteria

The chart should be

(a) Legible
(b) A co-operative activity
(c) Short and simple
Early charts may be a combination of pictures and words (rebus form).
(d) In the children's words
(e) Longer and more detailed according to the ability of the group

b. Kinds of charts

(1) Planning

(a) Committees
(b) Lists of things needed
(c) "What to look for"
(d) Work to be done

(2) Experience
(3) Stories and riddles

IV. How may a unit end?

A. One unit may blend into another to make a good program of related experiences.

B. An outgrowth of the unit may be a culminating activity in which the children share their experiences with parents or other children. This may be a play, a puppet show, an exhibit, a home-made movie, or a program.

V. How is the unit evaluated?

A. Pupil evaluation

Pupil evaluation goes on daily (See "Evaluation and appreciation" under "Activity work period" page 16.

B. Teacher evaluation

A teacher is constantly evaluating the plans, thoughts, and procedures of her group and their activities. When the teacher studies the abilities and progress of the individual child, she is evaluating. When she clarifies a misconception, watches and guides group participation, or discovers a new problem that needs further understanding, she is evaluating. When selecting a unit, the needs and interests of the group must be weighed and balanced. Such observation and study is evaluating.

Frequently, though, a teacher should evaluate the whole unit in terms of its purposes and expected outcomes by following these suggested questions. Has the unit provided for

1. Direct experiences in social living relationships?
2. Better understanding of the relationships between people and between people and their environment?
3. Opportunities to gain information within his ability?
4. Continuous growth and development of the learner, being mindful of his general background?
5. Physical, social, emotional, and mental needs of the learner?
6. Individual differences of interest and abilities?
7. Practice of skills, attitudes, and appreciations?
8. A continuing interest leading to future units?

SUPPLEMENTARY BOOKS

*Kindergarten, Grades 1 and 2**

A suggestive list of supplementary books is given on the following pages. It consists of books from two sources--the Schools Department and supplementary books you may have on your classroom shelves. The committee is grateful to Miss Thusnelda Schmidt and Miss Esther Plitman for their assistance in preparing the supplementary list of books.

The books from the Schools Department are the ones available at the date this course of study was written. It is important to remember they are constantly adding new books to their shelves. Therefore, when ordering books from the Schools Department, be sure to tell the librarian the area and the reading level in which you need books. She will send you what is available, which will probably be more books than when you order by title only.

The supplementary books you may have on your classroom shelves include the current supplementary readers and science books and some other materials which will be found in most classrooms. These have been starred (*) in the bibliography to help you in identifying them. You may have other reading materials in your classroom which were once used as textbooks. Look through them and add them to your bibliography, also.

Remember, too, that there will be books on the shelves of your school library and in the Boys and Girls Room of the Carnegie Library or its branches. You can select the books from Carnegie Library and take them out on your own library card.

American Heritage

About Our Flag, Elinor Rees, j929.9 R28
Abraham Lincoln, Ingrid D'Aulaire, qj92 L715a
Abraham Lincoln for the People, Anne Colver, j92 L715co
The First Book of Holidays, Bernice Burnett, j394 B93
George Washington, C. I. Judson, j92 W272ju
George Washington, Ingrid D'Aulaire, qj92 W272au

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*References for third grade are found incorporated in the outline for that grade.

Communication

About News and How It Travels, W. W. Simpson, j384 S61
At the Post Office, Lillian Colonius and Glenn W. Schroeder, j 383 C72
**New Day In and Day Out*, O'Donnell, 1954, pages 106-109
I Want to Be a Postman, Carla Greene, j 383G83
**New Neighbors on the Hill*, Flack and O'Donnell, 1951, pages 9-17
Our Friendly Helpers (Mailman), E. Hoffman and J. Hefflefinger, j372.4 H67
The True Book of Our Post Office and Its Helpers, O. I. Miner, j883 M72
Postmen, E. B. Hastings, j 383 H34
Tommy and the Telephone, Ellen MacGregor
What Is Electronic Communication? D. Q. Posin, j654 P84
**Workers in Pittsburgh*, 1953, pages 43-50

Conservation

**New Day In and Day Out*, O'Donnell, 1954, pages 50-55 (planting flower gardens)
Lookout for the Forest, Glenn Blough, j634.9 B56
**Science Around You*, Craig and Daniel, 1958, pages 22, 26, 98-99, 132-133, 138-143
**Singer Science for You*, Frasier and others, 1959, pages 134-137
**Science Near You*, Craig and Bryan, 1958, pages 70-87
What Is Soil? B. John Syrocki, j631 S99
Who Built the Dam? Norman Bate
**New Wishing Well*, Coughlan and O'Donnell, 1953, pages 60-71

Education

At the Library, Lillian Colonius and Glenn W. Shroeder, j020 C72
Good Morning, Teacher, Jene Barr, j372 B25
Let's Go to the Library, Naomi Buchheimer, j020.71 B84

Families

**New Anything Can Happen*, Phillips and O'Donnell, 1951, pages 11-20, 38-42
**Being Six*, Bauer and others, 1942, pages 66-81, 88-95
**New Day In and Day Out*, O'Donnell, 1954, pages 56-71, 150-157
**Fall Is Here*, Parker and O'Donnell, 1956, pages 5-6, 12
**Guess Who*, Gray and others, 1951, pages 5-8, 33-40, 45-52, 61-64, 69-76, 89-93

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*Books which may be in the classroom--supplementary readers, science books, old readers, etc.

Science and You, Craig and Bryan, 1958, page 58 (picture study)
Under the Sky, O'Donnell, 1950, pages 9-14, 29-32, 57-64
We Three, Artley and Gray, 1952, pages 9-13, 36-38, 63-67
New Wishing Well, Coughlan and O'Donnell, 1953, pages 90-100

Fix-It Men

More Friendly Helpers, E. Hoffman and J. Hefflefinger (plumber, TV repairman, telephone repairman), j372.4 H67m

Food

About the Vegetables on Your Plate, V. E. Allee, j635 A42
New Anything Can Happen, Phillips and O'Donnell, 1951, pages 95-100
At the Bakery, L. Colonius and G. W. Schroeder, j664.6 C72
Behind the Scenes in a Supermarket, Ruby Wilson Sanders, j658.612 S21
Bill's Story of the Wholesale Produce Market, Marie Elizabeth Smith, j372.4 S655
Bob's Story of the Retail Food Market, Marie Elizabeth Smith, j372.4 S655b
The Cowboy on the Ranch, Louise Lee Floethe, j917.8 F65
The Dairy, Evelyn B. Hastings, j 637 H34
Fall Is Here, Parker and O'Donnell, 1956, pages 18-21
The First Book of Supermarkets, Jeanne Bendick, j658.612 B42
The Fisherman and His Boat, L. L. Floethe, j639 F65
Fishing for Tuna, Lewis Allison, j639.125 A43
New Friendly Village, O'Donnell, 1951, pages 57-61
Guess Who, Gray and others, 1951, pages 33-36
I Want to Be a Baker, Carla Greene, j664.6 G83
I Want to Be a Dairy Farmer, Carla Greene, j637 G83
I Want to Be a Storekeeper, Carla Greene, j 658.612 G83
Let's Go to a Candy Factory, Naomi Buchheimer, j642 B84
Let's Go to a Farm, Laura Sootin, j630 S71
The Lollypop Factory, Mary Elting, j 670 E56
Meat From Ranch to Table, Walter Buehr, j664.9 B86
More Friendly Helpers, E. Hoffman and J. Hefflefinger, j372.4 H67m
Mother's Story of Dairying, Marie Elizabeth Smith, j372.4 S655m
Our Home and Our World, Ella H. Hay and D. R. Dudley, j300 H36
Ray and Stevie on a Corn Belt Farm, Joan Liffring, j637 L69
Singer Science for You, Frasier and others, 1959, page 93
Spring Is Here, Parker and O'Donnell, 1956, pages 18-19
Summer Is Here, Parker and O'Donnell, 1956, pages 14-17

Tommy Learns to Drive a Tractor, J. B. Lewellen, j629.1127 L67
When I Grow Up I'll Be a Farmer, Lillian Rifkin, j630.7 R45
**Workers in Pittsburgh*, 1953, pages 5-12

Fun Together (United States)

**Fun in Pittsburgh*, 1952, Use whole book
**Open the Door*, O'Donnell, 1950, pages 11-16, 57-64
**New Round About*, O'Donnell, 1954, pages 68-71, 98-102
**We Three*, Artley and Gray, 1952, pages 39-43, 58-62
**New Wishing Well*, Coughlan and O'Donnell, 1953, pages 81-89

Fun Together (Other Countries)

Angelo the Naughty One, Helen Garret (Mexico)
A Bell for Ursli, Seling Chonz. Festival in Switzerland
Bridget's Growing Day, Winifred Bromhall (Ireland)
Children of England's Canals, Elizabeth Solem, j914.2 E62
A Day with Dutch Children, Elizabeth Solem, j914.92 E62
Eskimo of the Little Diomede, Genevieve Mayberry, j917.98 M53
Fish in the Air, Kurt Weise (Chinese)
Friends Around the World, Helen Doss, j910 D74
Fujio, Raymond Creekmore (Japanese)
Fun Around the World, Patsy Scarry, j790 S28
Games the World Around, S. E. Hunt, j371.44 H93a
Hans of the Swiss Alps, Elizabeth Solem, j914.94 E62
Happy New Year, Yen Liang (Chinese)
Hat for a Hero, Laura Bannon (Mexico)
Kai Ming Boy of Hong Kong, Dominique Darbois, j 915.12 D24
Lars Peter's Birthday, Virginia Allon Jensen (Scandinavia)
Little Fu, Raymond Creekmore (Chinese)
Madeline in London, Ludwig Bemelmans
Manuela's Birthday, Laura Bannon (Mexico)
My Swedish Cousins, Astrid Lindgren, j914.85 B74
Nu Dang and His Kite, Jacqueline Ayer (Japanese)
The Painted Pig, Elizabeth Morrow (Mexican)
A Pair of Red Clogs, Masako Matsuno (Japanese)
The Story of Pancho, Berta Hader and Elmer Hader (Mexico)
Playtime in Africa, Efua Sutherland, j916 S966
The Poppy Seeds, Clyde Robert Bulla (Mexico)
The Red Balloon, Albert Lamorisse (French)

Rikka and Rindji, Dominique Darbois (Bali) j919.2 D24
Sia Lives on Kilimanjaro, Astrid Lindgren (Africa)
Taro and the Tofu, Masako Matsuno (Japanese)
Teiva, Boy of Tahiti, Francis Maziére, j919.62 M54
Two Pesos for Cantalina, Ann Kirn (Mexican)
Umbrella, Taro Yashima (Japanese in America)
The Village Tree, Taro Yashima (Japanese)

Geography

New Friendly Village, O'Donnell, 1951, pages 6-8, 74-75, 122-123, 178-179, 218-219
Singer Science All the Year, Frasier and others, 1959, pages 8-11
Science Around You, Craig and Daniel, 1958, pages 40-43
Science Near You, Craig and Bryan, 1958, pages 60-69

Getting Along

New Anything Can Happen, Phillips and O'Donnell, 1951, pages 43-50, 68-79, 87-100
Being Six, Bauer and others, 1957, pages 40-43, 82-87
New Day In and Day Out, O'Donnell, 1954, pages 35-42
Fair Play, Munro Leaf, j170 L45
New Friendly Village, O'Donnell, 1951, pages 12-28, 68-72
Eva Visits Noriko-San, Anna Riwkin-Brick (Japanese)
New Round About, O'Donnell, 1954, pages 195-202
What Do You Do, Dear? Sesyle Joslin, j395 J44w
What Do You Say, Dear? Sesyle Joslin, j395 J44
New Wishing Well, Coughlan and O'Donnell, 1953, pages 25-33, 101-116

Health

Being Six, Bauer and others, pages 26-33, 51-57
I Want to Be an Animal Doctor, Carla Greene, j619 G834
I Want to Be a Doctor, Carla Greene, j610.7 G83
I Want to Be a Nurse, Carla Greene, j610.7 G83
Jill's Checkup, Ruth Jubelier, j616.07 J48
Let's Go to the Dentist, Naomi Buchheimer, j617.6 B84
Our Friendly Helpers, E. Hoffman and J. Hefflefinger, j372.4 H67
Singer Science All the Year, Frasier and others, 1959, pages 93-99
Singer Science for You, Frasier and others, 1959, pages 47-55
Workers in Pittsburgh, 1953, pages 25-27

Holidays

The Birthday Party, Ruth Krauss
The Birthday Story, Ruth J. Buntain
Christmas and Its Customs, Christina Hole, 394 H71
1001 Christmas Facts and Fancies, Alfred C. Hottes, j394 H82a
Christmas Time, E. M. Schenk, j372.4 S32c
The Christmas Tree, j372.4 G23c
The First Book of Holidays, Bernice Burnett, j394 B93
Fun With Greeting Cards, j707.2 L53fun
The Marshmallow Ghosts, Priscilla Friedrich
Over and Over, Charlotte Zolotow
The Real Santa Claus, Marguerite Walters
Space Witch, Don Freeman
Tell Me, Mr. Owl, Doris Van Liew Foster
The Thanksgiving Story, Alice Dalgliesh
Thanksgiving Time, E. M. Schenk, j372.4 S32
The True Book of Holidays, John Wallace Purcell, j394 P98
When Will My Birthday Be? Letta Schatz
**Wishing Well*, Coughlan and O'Donnell, 1953, pages 117-127 (Christmas)
Wobble the Witch Cat, Mary Calhoun

Homes (United States)

**Homes in Pittsburgh*, 1953, Use whole book.
**New Wishing Well*, Coughlan and O'Donnell, 1953, pages 5-12, 20-24, 72-80

Homes (Other Countries)

Hans of the Swiss Alps, Elizabeth Solem, j914.94 E62
Homes Around the World, Kathryn Jackson, j910 J12
Our Neighbors in Africa, John C. Caldwell, j916 C13

Pets

**New Anything Can Happen*, Phillips and O'Donnell, 1951, pages 162-191
Come to the Pet Shop, R. M. Tensen, qj636 T29
**New Day In and Day Out*, O'Donnell, 1954, pages 16-21, 43-48, 124-146
**New Friendly Village*, O'Donnell, 1951, pages 205-216
**Guess Who*, Gray and others, 1951, pages 21-32
**High on a Hill*, O'Donnell and Coughlan, 1950, pages 3-9

I Want to Be an Animal Doctor, Carla Greene, j619 G84
**Open the Door*, O'Donnell, 1950, pages 51-56
**New Round About*, O'Donnell, 1954, 1958, pages 6-18, 160-170, 186-194
**Singer Science All the Year*, Frasier and others, 1959, pages 144-150, 165-173
**Science and You*, Craig and Bryan, 1958, page 22
**Singer Science for You*, Frasier and others, 1959, pages 42, 45
**Science Near You*, Craig and Bryan, 1958, page 18
The True Book of Pets, Illa Podendorf, j636 P73
**Under the Sky*, O'Donnell, 1950, pages 25-28, 45-50
**We Three*, Artley and Gray, 1952, pages 23-35
**New Wishing Well*, Coughlan and O'Donnell, 1953, pages 51-59

Pets (Other Countries)

Amat and the Water Buffalo, Jeanette Guillaume and Mary Lee Bachmann (Indonesia)
Bolivar, Hardie Gramatky (South America)
Pets Around the World, Kathryn Jackson, j636 J12

Play

**New Day In and Day Out*, O'Donnell, 1954, pages 29-34, 106-122
**Guess Who*, Gray and others, 1951, pages 9-20, 41-44, 53-60, 65-68, 77-88
**High on a Hill*, O'Donnell and Coughlan, 1950, pages 17-22
**Open the Door*, O'Donnell, 1950, pages 2-10, 17-22, 29-44
**New Round About*, O'Donnell, 1954, pages 72-77, 171-184
**Skip Along*, O'Donnell, 1950. Entire book is suitable.
**Spring Is Here*, Parker and O'Donnell, 1956, pages 26-27
**Summer Is Here*, Parker and O'Donnell, 1956, pages 24-27
**Under the Sky*, O'Donnell, 1950, pages 15-24, 51-56, 65-71
**We Three*, Artley and Gray, 1952, pages 68-73
**Winter Is Here*, Parker and O'Donnell, 1957, pages 2, 4, 7, 30-31

Protection

**New Anything Can Happen*, Phillips and O'Donnell, 1951, pages 80-86, 132-160
**Being Six*, Bauer and others, 1957, pages 14-17
I Want to Be a Policeman, Carla Greene
Let's Go to a Police Station, Laura Sootin, j352.2 S71
Let's Take a Trip to a Fire House, Naomi Buchheimer, j614.84 B84
Peter's Policeman, Anne Lattin, j352.2 L36
Policemen, I. K. Dillon, j352.2 D58

Singer Science for You, Frasier and others, 1959, pages 130-133
The True Book of Policemen and Firemen, Irene Miner, j352.2 M72
Workers in Pittsburgh, 1953, pages 13-25
Your Police, George Zaffo, qj352.2 Z17

School (United States)

Being Six, Bauer and others, 1957, pages 24-25

School (Other Countries)

Crow Boy, Taro Yashima (Japanese)
Our Neighbors in Africa, John C. Caldwell, j916 C13
Schools Around the World, Patsy Scarry, j372 S28

Stores and Shopping

New Anything Can Happen, Phillips and O'Donnell, 1951, pages 68-79, 87-94
New Day In and Day Out, O'Donnell, 1954, pages 22-28 (buying new coat)
New Friendly Village, O'Donnell, 1951, pages 32-35, 242-253
Guess Who, Gray and others, 1951, pages 29-32 (clothes)
High on a Hill, O'Donnell and Coughlan, 1950, pages 23-31 (clothing), 40-41
New Neighbors on the Hill, Flack and O'Donnell, 1951, pages 18-21
Open the Door, O'Donnell, 1950, pages 23-28 (food), 45-50 (clothing), 65-71 (toys)
New Round About, O'Donnell, 1954, pages 19-28, 195-202
Science and You, Craig and Bryan, 1958, pages 43, 49 (picture study)
Under the Sky, O'Donnell, 1950, pages 33-38
New Wishing Well, Coughlan and O'Donnell, 1953, pages 34-50 (clothing)

Transportation (United States)

ABC of Cars and Trucks, Anne Alexander
Aboard a Bus, M. R. Smith, j656.7241 S65
The Airplane at the Airport, Merrie Stuart, j656.82 S93
New Anything Can Happen, Phillips and O'Donnell, 1951, pages 102-130
At the Airport, L. Colonius and C. W. Schroeder, j656.82 C72
The Big Book of Real Boats and Ships, G. J. Zaffo, qj387 Z17
The Big Book of Real Trains, G. J. Zaffo, qj656 Z17
The Boats on the River, Marjorie Flack
Building Your Super Highways, George Zaffo, qj625.7 Z17
Deep, A Story of Oil Treasure, Elizabeth Olds, j665.5 023

*New Down the River Road, O'Donnell, 1950, pages 4-31 (moving van)
The First Book of Trains, Russel Hamilton, j656 H21
The Freight Yard, D. V. Stever, j656.1 S84
*From Here to There in Pittsburgh, 1953. Use whole book.
*High on a Hill, O'Donnell and Coughlan, 1950, pages 10-16, 32-40
I Want to Be a Pilot, Carla Greene, j533.652 G83
I Want to Be a Road Builder, Carla Greene, j625.7 G83
I Want to Be a Train Engineer, Carla Greene, j656 G834
I Want to Be a Truck Driver, Carla Greene, j629.1126 G83
Joe's Story of the Airport, Marie Elizabeth Smith, j372.4 S665j
Let's Go to a Rocket Base, Michael Chester, j533.663
Let's Go to a Garage, J. M. Goodspeed, j6291 G62
Let's Go to an Automobile Factory, Robert Bartram, j629.1 B97
More Friendly Helpers, E. Hoffman and J. Hefflefinger, j372.4 H67m
Our Home and Our World, Ella H. Hay and D. R. Dudley, j300 H36
Outer Space, Eunice Holsaert, j533.663 H74
Red Light, Green Light, G. MacDonald
*New Round About, O'Donnell, 1954, pages 82-97
*Singer Science All the Year, Frasier and others, 1959, pages 6-7
*Science Around You, Craig and Daniel, 1958, pages 115-117, 127-129
*Singer Science for You, Frasier and others, 1959, pages 6-7 (picture study), 14-15, 60
Ships Come and Go, Marie Elizabeth Smith, j372.4 S655s
This Is a Road, Polly Curren, j625.7
The Truck Book, Margaret Otto and Stuart Otto, j629.1126 031
The True Book of Airports and Airplanes, John Lewellen, j656.82 L67
*Under the Sky, O'Donnell, 1950, pages 39-44
What Is a Rocket, T. W. Munch, j533.663
Whistle for the Train, Margaret Brown
Who Built the Bridge? Norman Bate
Who Built the Highway? Norman Bate, qj625.7 B31
Wonderful Wheels, Feenie Ziner, j621.81209 Z66
*Workers in Pittsburgh, 1953, pages 28-42

Transportation (Other Countries)

Bolivar, Hardie Gramatky (South America)
Pia's Journey to the Holy Land, Sven Gillsater, qj915.69 G41
This Is London, Miroslav Sasek, qj914.21 S25
This Is Paris, Miroslav Sasek, j914.436 S25
This Is Rome, Miroslav Sasek, qj914.56 S25
This Is Venice, Miroslav Sasek, qj914.33 S25
Work Around the World, Kathryn Jackson and F. D. Becker, j910 J124

Workers

Come to the City, Ruth M. Tensen, qj301 T29
*New Down the River Road, O'Donnell, 1950, pages 120-159 (five stories)
The House on Grandfathers Farm, Hildegard Woodward
Let's Go to a Bank, Laura Sootin, j332.1 S71
More Friendly Helpers, E. Hoffman and J. Hefflefinger (street cleaner, trash collectors, garbage collectors), j372.4 H67m
Our Friendly Helpers, E. Hoffman and J. Hefflefinger, j372.4 H67
People Who Work in the Country and in the City, Clara Judson, j300 j49
*New Round About, O'Donnell, 1954, pages 29-40, 42-60
Sheep on the Ranch, Robert Dranko, j636.3 I29
*Workers in Pittsburgh, 1953, pages 52-56

Workers (Other Countries)

Children of England's Canals, Elizabeth Solem, j914.2 E62
A Day With Dutch Children, Elizabeth Solem, j914.92 E62
Pedro Picks Coffee in Brazil, Elizabeth Solem, j633.53 E62
Pia's Journey to the Holy Land, qj915.69 G41
Plenty to Watch, Mitsu and Taro Yashima (Japanese work)
Work Around the World, Kathryn Jackson and F. D. Becker, j910 J124

Teacher Reference

About the Pilot of a Plane, Haile Chace, j533.652 C34
Art Guide, Carrel Lee, qj707.2 L521
Betsy Ross and the Flag, Jane Mayer, j92 R737m
Big Book of Things to Do and Make, H. J. Fletcher, qj707.2 F63
Cargoes in the Sky, Walter Buehr, j656.8242 B86
Christmas Customs Around the World, Herbert Henry Wernecke, 394 W53
Deep, A Story of Oil Treasure, Elizabeth Olds, j665.5 O23
Oilfield Boy, Merritt Mauzey, j665.5 M51
*Pennsylvania Teaching Guide to Natural Resources Conservation
Stop, Look, Listen, B. Hader and E. Hader, j614.8 H12
Your Flag and Mine, Alice C. Desmond, j929.9 D46

AUDIO-VISUAL AIDS

Specific films and filmstrips are not listed because the film library is constantly bringing its catalog up to date. However, topics under which material can be found are listed here as an aid to the teacher.

Movie Films	Filmstrip
Guidance	*Guidance*
Education	Education
Health	*Health*
Cleanliness and appearance	Cleanliness and appearance
Home Economics	*Home Economics*
Food and nutrition	Food and nutrition
Home life in other countries	Relationships
Relationships	
Library	*Library*
Safety	*Safety*
Fire	Home safety
Home safety	Street and highway
Street and highway	
Miscellaneous	
Science	*Science*
Animal life	Farm and farm animals
Farm and farm animals	Communication
Communication	Conservation
Conservation	

Movie Films

Social Studies

Citizenship and American government
Community workers
Geography and history
How man lives and works
Industries and products
Transportation
United States

Storytelling

Filmstrip

Social Studies

Community workers
Industries and products
Transportation
United States
Holidays

Storytelling

FIELD TRIP INFORMATION

Busses

Bus Company	Trip	Cost (Approximate)
Debolt Lines, Inc. 461-9125	Two-hour trip around Pittsburgh Also trips to any destination	$25.00--37-passenger bus $28.00--45-passenger bus
Falk School Bus Mr. Robert Wolf 441-7482 (Call in evening between 6 and 8)	Any trip from an East End school	$18.00--50 children
Pittsburgh Railways Chartered Service Mr. Susa 471-7450, ext. 256	Two-hour sightseeing tour of Pittsburgh (Includes Lower Hill, downtown, Blockhouse,* North Side, Mt. Washington observation deck, incline, and Oakland)	$28.50--30-passenger bus
	Also trips to other destinations	$36.00--45-passenger bus

Farms

For list of farms available call

Pittsburgh District Dairy Council
217 North Craig Street
Pittsburgh, Pennsylvania 15213
682-3373

Other farms

Shevlin Farm, Rochester Road off Route 19, Ingomar--364-6406
Wiltshire Farm (poultry farm), McKeesport, R. D. 1--672-5845
Medic Farm, Shafton, near Irwin--863-8361
J. Paul Aland, Jr., Farm, Clearview Road, Allison Park--486-7738

Note: Some farms may charge admission. Check about this when making arrangements.

*Blockhouse is closed on Mondays.

PART II

THE SOCIAL STUDIES PROGRAM

Kindergarten, Grades 1, 2, and 3

KINDERGARTEN

Introduction

Kindergarten should be an exciting, challenging experience for the five-year-old child. Since this is probably the first time most children will be away from home in a large group of peers, the kindergarten room should be a place where the child will find warm friendships, happy experiences, and exciting adventures. If he enjoys these beginning experiences, the right tone will be set for his future education.

We know that a child learns through doing. Therefore, if the child is to learn to live with others, we must provide opportunities for him to interact with other children in situations that are real to him. The kindergarten program should provide opportunity to share equipment and materials and to solve problems as he works and plays with others. He will begin to develop from the self-centered individual that he was when he entered into a group member who recognizes that others have desires and rights as well as he.

We know that the kindergarten child lives in the here-and-now world, and needs to become more aware of his interrelationships with the people about him. Through the kindergarten program the child visits, observes, and learns to know these people.

Holidays are important to the young child and afford an opportunity for him to celebrate with others his own age. Some of them also offer an opportunity to develop a beginning appreciation of our American heritage.

If the social studies program alerts the child to his interdependence with the people about him, it has fulfilled its place in the total kindergarten program and has laid the foundation upon which he will develop an ever-growing appreciation of his interrelationships with the people in his world.

Understandings

Our school is our new "home" away from home.

There is a school family that helps our school run smoothly.

Each member of the school family has a special job and needs special skills to perform it.

There is a place for each kind of material and it must be returned to its place after usage.

We can live happily together if we respect the rights of others.

Fire drills and retention drills are necessary to our safety.

The school guard and school patrol help keep us safe.

They are on duty in all kinds of weather.

Our safety depends upon our obedience to safety rules.

Each holiday has its own background and customs that we observe. It is a time for fun and sharing with our family and friends.

We depend upon one another for love, approval, and help at school as well as at home.

We who live together help each other do the work.

Members of the family depend upon one another and upon others outside the family for their needs and comforts.

Many people work to provide food for us to eat.

Farmers use the natural environment to produce. They must adapt to the hills, streams, and other natural features of the land.

We are very proud to be Americans. We should appreciate the privileges we enjoy in America.

The American Flag is <u>our</u> flag.

We remember and honor great men in our country because they have helped our country to grow.

Our homes and schools cannot run without special workers who provide the services that we need.

We respect the work that is done by others.

Skills

Growth in ability to

Plan and work together

Listen

Locate parts of the school building beyond the kindergarten, especially those they need to use

Use materials carefully and replace after usage

Use pictures as sources of information

Gain information through observation and interview

Express ideas before a group

Accept criticism gracefully

Be courteous, self-reliant, and co-operative

Use some "time" vocabulary, e.g., yesterday, tomorrow, later, long ago

Map Development

Map development starts in the kindergarten when children become oriented to their classroom. When children learn where centers of interest, materials, doors, and other facilities are located in the room, they are learning the relative position of things around them. As they learn to find other rooms in the school in relation to the kindergarten, and the way to their homes from school, they are gaining understandings of the relationship of places to each other.

Children may express some understanding of these relationships when they express themselves with materials they use in the kindergarten. They may draw or paint pictures of their room, the school, their home, etc. Blocks are a splendid medium for expressing these geographic understandings. Children lay the blocks in rows to represent the streets on which trucks travel. They build bridges over the river. They may steer the "block boat" down the river which flows between a row of blocks. They build their house, the store, and the school along an imaginary street. A wooden toy policeman stands at the corner to direct traffic, and so on, depending on what things in their experiences are having vital, real meaning to them. When the children use clay, they sometimes build a fence inside of which the farmer keeps his animals. They may string out a coil of clay as a street. A clay airplane runs along an imaginary runway down the work table.

If we give children opportunities to explore their environment through trips, and provide them with materials through which they can express some of their understandings of the relationship of things, they will grow in their understandings and be ready for the development of more

mature geographic concepts in later grades.

For an overview of other geographic learnings, as well as learnings in other areas of social studies, see the Program Chart in Part I, page 10.

Program Chart--Kindergarten

Program Chart--Kindergarten

Social Studies

September	October	November	December	January
Getting Acquainted in School Our school home The Kindergarten Our school family Principal School secretary Custodian Safety helpers	How the Family Gets Its Food Where our food comes from Farm Stores How it is prepared and served Thankfulness for our food		December Holidays Decorate room Make gifts for parents Invite parents to a party	New Year Calendar School Helpers Who Keep Us Well Doctor Nurse Dental hygienist
Special Days	Halloween Fun with kindergarten friends	Thanksgiving Thankfulness for food	Christmas	
Current Events	Celebrate child's birthday--Use this opportunity to help the children begin to understand how we mature with the passage of time. Think back to the time the child was a baby, one year old, etc. Current events--Use news items of interest to the children to help develop more awareness of things that are happening in the world about them--Space program, elections, sports events, changes in city or neighborhood, etc.			

February	March	April	May	June
Valentine Day Make valentines for friends **American Heritage** Recognition of two past presidents Abraham Lincoln George Washington	**Helpers We Know** Deliverymen "Fix-it" men Gas-station attendant Fireman			**Looking Ahead to Next Year's School Friends** First-grade teachers Special teachers **American Heritage** Flag Day Honor flag Betsy Ross story
Lincoln's birthday **Valentine day** **Washington's birthday**				**Flag Day**

Special Days

Current Events

Continue "Current Events" as listed under September to January.

Kindergarten Program

Note: For further suggestions for activities, see Part I "Suggestions for Carrying Out the Program" page 13.

September and October

I. Getting acquainted in school

A. Our school home

1. Teach children where equipment and materials belong.

a. Introduce gradually as they are used in daily activities.
b. Guide children to become independent in their use and care.

2. Show children where toilet, drinking fountain, and other facilities they may need to use are located.

3. Show children the location of the entrances and exits they are to use.

4. As the year progresses, teach the children where to find the office, custodian's room, and other parts of the building necessary for them to know.

B. Our school family

1. Ourselves

a. Help the children to get acquainted with each other.
b. Begin to develop good habits of living together.

Continue to emphasize this development through the whole school year.

2. Principal

a. Invite the principal to the kindergarten and introduce him to the children.
b. Visit the office at a later date so children may see where he works.

3. School secretary

Visit the school secretary in the office and have her show the children her equipment.

Typewriter
Mimeograph
Ditto
Telephone
First-aid material, etc.

4. Custodian

a. Introduce the children to the custodian when he comes into the room.
b. Take advantage of opportunities, as they may arise, to learn more about his work.

(1) Cutting grass
(2) Cleaning
(3) Raising and lowering the flag
(4) Bringing supplies to the room, etc.

c. Continue through the year to learn about his other duties.

(1) Firing furnace
(2) Shoveling snow
(3) Ringing firebell, etc.

d. Note how the weather and seasons help to determine his work.

C. Safety

1. Coming to school

a. School guard

(1) Invite school guard to talk with children about good safety habits.
(2) Visit school guard at her post to learn how to obey safety rules.
(3) Help the children appreciate the fact that the school guard is on duty no matter what the weather may be.

b. Patrols

(1) Develop a respect for school patrols.
(2) Invite the school captain to visit the room.
(3) Note how the patrols dress in different kinds of weather so that they can be on duty regardless of the weather.

2. In school

a. Teach safety rules for living in the kindergarten.

(1) Chairs
(2) Slide
(3) Tricycle
(4) Scissors, etc.

b. Teach safety rules of the school as the need for observing them arises.

(1) In the hall
(2) Fire drill
(3) Retention drill, etc.

October and November

II. How the family gets its food (Note: Halloween will break into this unit.)

A. What we eat

B. Where it is grown

At the farm

a. Visit a farm, if possible.
b. Discuss activities and kinds of farming.

(1) Dairying
(2) Growing vegetables and fruits
(3) Raising livestock

c. Note the topography of the land and how the activities are adapted to it.

(1) Hillside may be used for grazing
(2) Level land better adapted to raising crops
(3) Barn generally on higher ground

C. Where we get our food

1. From the store

Visit a store or supermarket.

2. From the milkman

Observe the milkman delivering milk.

3. From the bakery

Visit a local bakery.

D. What the people do at home.

1. Prepare meals.

2. Do the shopping.

E. What we do to help

1. Set the table.

2. Dry the dishes.

3. Run errands.

F. How it is prepared

1. Churn butter.

2. Bake biscuits.

3. Make applesauce.

4. Pop corn.

5. Make cottage cheese.

October

III. Halloween (Bring this unit in soon after the middle of October.)

A. Enjoy fun with our friends.

1. Decorate our room.

2. Make a real jack-o-lantern.

3. Dress up and have a party.

B. Help children observe Halloween safety habits.

November

IV. Thanksgiving

A. Give thanks for our food.

B. Tell the story of "The First Thanksgiving."

December

V. December holidays

A. Decorate our room.

B. Make gifts for those we love.

C. Share holiday activities with our parents.

Invite parents to school.

a. Children share their songs and games.
b. Children give parents their gift.

January

VI. New Year's

A. The year is divided into twelve months, and this is the first month of the new year.

B. It is a time of reviewing past happenings and a time of planning for new adventures.

VII. Helpers who keep us well

A. Doctor and nurse

Introduce them to children before examinations begin.*

a. Help the children realize the examination which will be given to them is necessary, and that it will be a painless, easy experience.
b. Let them know that the doctor is a friend who helps us get well.
c. Let them know that the nurse helps the doctor.

B. Dental hygienist

1. Help the children know that she is a friend who helps us take care of our teeth.

2. Help them know that the dentist is another friend who takes care of our teeth.

February

VIII. St. Valentine's Day

A. Remember friends at school and home with Valentines

1. Special grown-up friends, such as principal, custodian, etc.

2. Our classmates

3. Our family at home

B. The postman helps us send our Valentines to far-away friends

IX. American heritage

*Note: If physical examinations start earlier in the year, use this unit at that time.

A. Abraham Lincoln

1. Lincoln was one of our great presidents.

2. He was the 16th president.

3. He loved people and helped them.

4. His picture is on some of our money, e.g., Lincoln penny, five dollar bill

B. George Washington

1. Washington was our first president.

2. He was a great soldier.

3. He helped us get our first American flag.

4. His picture is on some of our money, e.g., quarter, dollar bill

March, April, May

X. Helpers we know

A. Deliverymen

1. Observe activities of deliverymen who come to the school.

a. Some bring our movie films and our supplies.
b. The milkman brings our milk.
c. The mail truck brings packages.

2. Observe activities of deliverymen who come to the homes around the school.

a. The milkman
b. The breadman
c. The mail truck
d. The coal truck
e. The huckster
f. The department store delivery truck
g. The refuse collector

B. "Fix-it" men come to our home or school when we call them.

Observe and discuss activities of these men.

a. Television repairman
b. Plumber
c. Roofer
d. Electrician
e. Carpenter

C. Gas-station attendant

Visit a gas station to see the attendant at work.

a. He services the cars.
b. He sells gasoline, oil, and tires.

D. The fireman

1. Visit the fire station to learn what the fireman does.

a. He is always ready to put out fires.

(1) He keeps his equipment in perfect order.
(2) He keeps his fire-fighting clothes always ready for use.
(3) He goes in all kinds of weather.

b. His fire-fighting clothes give him extra protection.
c. He must know where to go.
d. His siren tells people and cars to get out of his way.
e. He is ready to help with rescue work.
f. Some firemen use a fireboat.

2. Discuss what we should do to help the fireman.

a. Observe fire safety rules.
b. Know what to do in case of a fire.

June

XI. Looking ahead to knowing new school friends

A. Visit first-grade teachers.

B. Visit other friends whom we will know next year.

1. Librarian

2. Gym teacher

3. Music teacher

4. Others whom your children should learn to know.

XII. Flag day

A. Tell story of Betsy Ross and the first flag.

B. We honor our flag.

1. We salute it when we pledge allegiance.

2. We stand at attention when it goes by.

3. It is not to be used as a toy.

4. We never let it touch the ground.

FIRST GRADE

Introduction

Most children entering first grade in Pittsburgh have had a year's experience in school living in kindergarten. The child has begun to learn how to live and work in a school group. However, this step into a new classroom, a more formal routine, and a more demanding situation in learning subject matter is a major one for him. It is even a greater step for the child who is entering school without kindergarten experience. Therefore, it is necessary for the teacher to help the children become oriented to their new room and the new routines. It is important, however, that the teacher recognize what the children have learned in kindergarten about their school, and to use their kindergarten experience as a foundation upon which to build, to enlarge, and to deepen the child's understandings. For example, in the kindergarten the children got acquainted with the principal and the school secretary. They know who they are and where they work. In first grade, they should learn more about their work and activities, learn to recognize their names in print, and be able to picture on charts some of the things they do.

Democratic planning in setting up classroom rules and procedures not only insures better school living but also gives the children experience in the democratic governmental process. This is one of the best ways to help them grow into intelligent and loyal American citizens.

Family living is a common experience to all children, and also one in which they are learning through experience to live with others. With guidance, the six-year-old is capable of looking objectively at his family relationship and appreciating what others are doing for him. He knows some of his responsibilities. Since families may be different in their make-up, e.g., there may be two parents, one parent, grandparents, or other adults in the family group, we are suggesting that the teacher approach discussions of the family by talking about the family as "the people who live with you." In this way the teacher can help each child feel he is thinking about his own family. In the unit on the family, as well as the one on pets, it is suggested that the children learn about homes and pets in other parts of the world. This is necessary for world understanding in this day when those on both sides of the oceans are neighbors. It also offers opportunities to develop geographic concepts and a beginning appreciation of other cultures.

Through the two units on friends in the neighborhood, the children are beginning to learn about others in the community and to appreciate what they contribute to their living. This will be developed further in their study of the neighborhood in second grade.

Understandings

Rules and regulations are needed for safety and courtesy.

There are many classrooms in our school. Ours is one of them.

Many people are necessary to make school a happy place to live and work.

Children everywhere go to school.

Children enjoy celebrating holidays at home and at school.

A family provides for the needs of its members.

The family needs money to obtain most of its needs. We must use it wisely.

Usually someone in the family earns money the family needs.

Everyone can help and do his share to make the home a happy place to live.

Geographic environments (climate, topography, and resources) influence the life and activities of people.

Familes need shelter. They have different kinds of homes.

Our American heroes had families and homes, and each had an education.

A policeman is a friend who helps protect us.

We all help pay for the services of the policeman.

The library is a service that provides us with books for enjoyment and information.

The librarian is a guide who helps us use the library.

Books must be taken care of.

We have different kinds of pets for friends.

Pets must have the right food, care, and climate.

Children all over the world have pets.

Our flag has special meaning to us. We give it a special place of honor.

People in all parts of the world are alike; they have families, homes, pets, etc. They like many of the same things.

People in other parts of the world do some things differently than we do because their country is different from ours.

Skills

Growth in ability to

Plan and live democratically with others

Make decisions

Relate places he uses to his schoolroom or home

Begin to use the globe to locate countries where other children live

Care for and manipulate materials

Listen

Follow directions

Express what he knows through words and pictures

Begin to use the library and the services of the librarian

Take an active part in discussions

Gather information from pictures, books, interviews, trips, etc.

Report information clearly and correctly.

Map Development

Six-year-olds gain a sense of space relationships as they become oriented in their classroom and the school. They help decide where the science corner or library center should be in their classroom. They learn where the office or custodian's room is in relation to their own room. They know in which direction to walk to reach their own home from school, etc.

Their concept of maps, in first grade, is still in the pictorial or graphic stage. When they are thinking of the people with whom they live and the kind of houses they live in, they may make a mural on which each child places his own house. If they are guided to place their picture house on the mural in a generally correct relationship to their school, they are being helped to think in terms of map relationships. As they make pictures of their homes and school, a house on a hill, the policeman on the corner, or the trip to the library, they may be expressing a feeling of geographic relationships. If they build with blocks, they will be continuing their kindergarten experience in laying out streets, rivers, etc., with blocks (see Map Development in kindergarten, page 38).

Children begin to use maps when they locate places on the globe. This will be done when the class is discussing children in other parts of the world. Places mentioned in current events may also be found. If a child goes to Florida, his trip may be traced by the class. Other opportunities should be used as they arise in the group's experience.

The teacher should be ever alert to help children grow in their ability to relate themselves to their surroundings so that they will develop this beginning ability in map understandings.

For an overview of other geographic learnings, as well as learnings in the areas of the social studies, see the Program Chart in Part I, page 10.

Use of Books

While most children at early first-grade level do not have sufficient reading ability to read books independently, they are able to study pictures and to interpret what they see. Their interpretation and discussion can enrich the social studies program and should be encouraged and guided by the teacher. As reading ability increases, children will be able to read books at their own reading level, and some more able readers may be able to read at second- or third-grade levels. The teacher should make sure that there are books on the classroom library shelf to meet the needs of all the children of the class. It is also important that the books be changed as the areas of interest change. Old titles that have served their purpose should be removed and new books should be added. Make every effort to keep the library a place where children can go with anticipation for new and interesting materials.

Use the list of supplementary books on pages 23-32 for help in ordering from the Schools Department and for finding pertinent material in the supplementary books in your classroom. Remember, however, to tell the librarian the topics and reading levels in which material is needed so that she can add other books to your order. There will be new ones that have been made available since the list was prepared. Remember also that you may find other books on your own in Carnegie Library, your school library, etc. Material that is pertinent to the particular unit can be indicated for children with different colored markers, e.g., blue for the custodian, red for the principal.

Program Chart--First Grade

Social Studies

	September	October	November	December	January
	Our School Family Get oriented to our new classroom Get acquainted with other rooms in school	School friends and helpers Visit and learn about their work	Children in Other Parts of the World Go to School	December Holidays Decorate room Make gifts for home and school family How children in other lands celebrate holidays	Family Living The people in our families What they do
Special Days		Halloween Fun with school friends	Thanksgiving Thankfulness for home and school families First Thanksgiving How we celebrate Thanksgiving	Christmas	
Current Events	Current events--Use news items of interest to the children to develop more awareness of things that are happening in the world about them. Space program, elections, sports events, changes in city or neighborhood, etc.				

February	March	April	May	June
Family Living Homes where families live Our homes Homes in other parts of world	**Friends Who Help Us** Policeman Services Training	Librarian Services of library Books and their care	**Animal Friends** Our pets Pets in other parts of world	**American Heritage** Our flag Meaning Respect Etiquette
Special Days **Lincoln's birthday** Boyhood of Lincoln **Valentine Day** **Washington's birthday** Boyhood of Washington				**Flag Day**
Current Events Continue "Current Events" as listed under September to January.				

First-Grade Program

Note: For further suggestions for activities, see Part I "Suggestions for Carrying Out the Program" page 13.

September and October

I. Our school family

A. Get acquainted in the new classroom.

1. Discuss and decide upon acceptable procedures for carrying on class activities.

a. Where and how to get materials
b. Care of school materials
c. The right time for doing things
d. How to move from place to place. Practice these in "role playing."

(1) Moving about the room
(2) Going to another room or the lavatory
(3) Practicing a fire drill

2. Begin to set up standards of behavior.

a. Discuss the kinds of behavior which make for good classroom living.
b. Start a chart of rules

Add to this chart as the year progresses and as the need arises; but keep the rules concise and limited in number. (A long, involved chart becomes meaningless.)

B. Get acquainted with other rooms in school.

1. Take a trip to visit other classrooms in your section of the school.

a. Other first-grade rooms
b. Special rooms, such as music room, library, art room, gym

2. Help the children to feel they are a part of the total school.

C. Learn to know school friends and helpers. (Note caution in "Introduction," page 51 about building on experiences children have already had in kindergarten.)

1. Visit these friends one at a time.

2. Discuss and list, or picture on charts, the activities of these friends.

   a. New classmates and teachers
   b. Principal
   c. Secretary
   d. Custodian
   e. Supervisor
   f. Dental hygienist

3. Discuss and observe how seasonal changes affect the activities of some, for example, the custodian.

4. Discuss ways in which the children can help by co-operating with these friends.

   a. Take notes home.
   b. Follow directions cheerfully.
   c. Obey the rules of the school.
   d. Stay on sidewalk.

5. Acquaint children with the fact that the parents are friends of the school, too.

   a. They belong to P.T.A.
   b. They visit school.
   c. They do things for us.

October and November

D. Think of children in other parts of the world going to school, and of how school activities in other countries are like or unlike ours.

1. All children learn to read and write.

   The reading and writing in most countries is different from our reading and writing.

2. All children like to sing

Some songs are different.

3. All children play games at school.

Some games are the same, but some are different from those we play.

4. Many schools are different from ours.

5. All children have teachers.

II. Halloween

A. Decorate the room.

B. Enjoy fun with our friends.

C. Parade to show our friends our costumes.

III. Thanksgiving

A. Develop an understanding that this is a time when we think of the many things for which we are thankful.

1. Our friends at school

2. Our school

3. Our family and home

B. Tell the story of the first Thanksgiving.

1. Help the children understand the origin of Thanksgiving.

2. Point out that Thanksgiving is part of our American heritage.

Thanksgiving is unique to the United States.

C. Discuss ways families celebrate Thanksgiving.

December

IV. December holidays

A. Decorate the room.

B. Make a card or gift for school friends.

C. Make gifts for family.

D. Think of how children in other countries celebrate the holidays.

1. What Santa Claus is called

Père Noel--French
Chris Kringle--Dutch
Saint Nicholas--German

2. How children in other countries receive their gifts

Stocking--American
Wooden shoes--Dutch
Pinata--Mexican

3. Let children in the class share the customs of their family.

January

V. The family

A. Discuss "the people who live with you."

1. Who takes care of you?

a. Cooks for you
b. Washes for you
c. Cleans your home

2. Who gets the money at your house?

a. How does he get the money?
b. Why is money needed?

c. How can you help make the money last?

3. How you can help at home?

a. Take care of your clothes and your toys
b. Help with jobs around the house
c. Keep the yard neat
d. Be careful not to damage or waste things that cost money

4. How do the different seasons affect the activities of the family?

a. Rake leaves
b. Shovel snow
c. Put up storm windows
d. Spring cleaning

B. Discuss the places where families live.

1. What kind of house do you live in?

a. Ranch, two-storied house, two-family house, apartment, trailer
b. Brick, stone, frame, stucco, aluminum

2. What is it like around your house?

a. Hilly, a steep bank, level
b. Large yard, small yard, no yard
c. Trees, flowers, shrubbery, grass
d. Busy street, quiet street
e. Other houses, stores, park

3. What kinds of houses do children in other parts of the world live in? Why?

a. Clay houses--clay soil, hot dry climate
b. Brick--clay soil, need of strength and warmth
c. Igloo--cold, ice covered terrain
d. Thatch-roofed--hot, dry climate
e. Tent--mobile or nomadic life
f. Wood--availability of lumber
g. Boat--scarcity of land

February

VI. February birthdays

A. Lincoln

1. Recall what we know about Lincoln.

2. Discuss his boyhood life.

a. His family
b. His home
c. His schooling

B. Washington

1. Recall what we know about Washington.

2. Discuss his boyhood life.

a. His family
b. His home
c. His schooling

March and April

VII. Friends who help us

A. Policeman

1. Invite the policeman to visit the room and discuss his work.

2. Develop with the children an understanding of the policeman and his work.

a. He protects us in our neighborhood.

(1) He helps us cross streets safely.
(2) He enforces traffic laws.
(3) He protects our homes and the stores in our neighborhood.
(4) He helps us when we are lost, hurt, or in trouble.

b. He goes to school to learn how to be a policeman.

(1) He learns the laws.
(2) He learns first aid.
(3) He learns rescue work.

c. He uses special equipment.

(1) Radio cars
(2) K-9 dogs
(3) Helicopters

d. He works in all kinds of weather.
e. His services are paid for by taxes.
f. We co-operate with him by obeying laws and being his friend.

B. The librarian

1. Visit the branch library and/or the school library and talk with the librarian.

a. Learn how to obtain a card.
b. Learn how to take out books.
c. Learn about the rules and regulations.
d. Learn how books are repaired.

2. Set up a classroom library to include

a. Supplementary readers
b. Books from library
c. Books made by children

3. Develop an appreciation of what books have to offer us.

a. For enjoyment
b. For information

4. Develop a feeling of responsibility for the care of books.

a. We like to read books that are not soiled or torn.
b. It takes time and costs money to repair books.

(1) We cannot use the book while it is being repaired.
(2) The money needed for repairs could be used to buy other books.

May

VIII. Animal friends--pets

A. We have different kinds of animals for pets.

1. Our pets can live in this climate.

2. We can give them the right kind of food.

3. They are friendly with us.

4. We must help take care of them.

B. Children bring in pets to visit.

1. Provide a cage or area where a pet can stay during its visit.

2. Bring out likenesses and differences in various pets.

a. Appearance
b. Food
c. Habits
d. Care
e. Homes
f. Things they can do
g. Sounds they make

C. Children in other parts of the world have pets, too.

1. Their pets can live in their kind of climate.

2. They can give them the right kind of food.

3. Their pets are friendly.

4. They help take care of their pets.

a. Koala bear--Australia
b. Burro--Mexico
c. Monkey--Hong Kong
d. Chicken--Ireland

June

IX. Flag Day

A. Our flag has special meaning to us.

1. The colors are red (bravery), white (purity), blue (loyalty).

2. There is a star for every state. We are the second star across the top row.

3. There is a strip for each of the first thirteen states. We are the second stripe from the top.

4. Make a chart to illustrate the meaning of the colors.

a. On a red band put pictures illustrating bravery.

(1) Soldier
(2) Fireman
(3) Child with cut hiding his feelings

b. On a white band put pictures of children and people being kind.
c. On a blue band put pictures illustrating loyalty.

(1) Children saluting flag
(2) Children watching parades

B. When we pledge allegiance we show our love for our country.

1. We look at the flag.

2. We promise to be faithful and loyal.

C. Our school has a flag. It flies at the top of our flag pole everyday we are in school.

1. The custodian takes it down when school is over.

2. The custodian takes it down if it rains or snows.

3. There is a flag in every room of our school.

D. Flags are displayed on all government buildings.

1. Post office

2. Fire station

3. Courthouse

4. Veteran's hospital

E. We should display our flag at home on special holidays.

1. Memorial Day

2. Flag Day

3. Fourth of July

4. Veteran's Day

F. We always honor our flag.

1. We salute it when we pledge alligiance.

2. We stand at attention when it goes by.

3. We never let it touch the ground.

4. We never use it as a toy.

5. It must be taken down at sunset.

G. Every country has a flag of its own.

1. Make a chart displaying flags of countries children have become familiar with this year.

2. Point out that all people honor the flag of their own country.

SECOND GRADE

Introduction

The child grows and so does his world. He is ready to reach out from the home and the school. There are exciting and fascinating things to learn in his neighborhood and beyond.

The emphasis in the second grade is on the relationship between the child and the people beyond his home and school who exert some influence on his life. Through experiences and involvement in activities and discussion, the child is brought to a new awareness and appreciation of man's interdependence. He acquires a deeper understanding of the contributions each person makes to our society, and of the contributions he himself can make. He begins to understand why people do as they do. There is ample opportunity for him to develop beginning governmental, geographic, and economic concepts, as well as civic pride and responsibility.

As the child gains in his understanding of life in the neighborhood, he is increasing his ability to reason, to think, and to live with others.

Understandings

Organization and rules are necessary for good living in the classroom.

The neighborhood includes the people who live and the people who work in the area served by the school.

There are many kinds of buildings in a neighborhood.

Man must adapt to the physical characteristics of the neighborhood.

Man must help to preserve the natural resources of the neighborhood.

Living in a neighborhood involves responsibility on the part of its citizens to respect the property and rights of others, to keep the neighborhood attractive, to pay taxes, to vote.

Every neighborhood provides some kind of services for its members.

Workers provide services needed by members of the neighborhood, such as education, recreation, protection, health, communication, transportation, and government.

Many workers are needed to supply the necessities of life and other products.

People in the neighborhood depend on many others outside the immediate neighborhood for products and services.

People earn money by providing something (services or products) that other people need or desire.

Everyone who works is a neighborhood helper.

The business district is an important part of the neighborhood.

The family and business are interdependent.

Every type of business requires special skills.

An intelligent buyer gets more value for his money.

All people provide some kind of recreation for themselves and others.

The school is one of the places where we learn.

Special observances, such as Brotherhood Week, Memorial Day, Flag Day, make us more aware of our American heritage.

Skills

Growth in ability to

Plan and work together

Contribute to a group discussion

Listen

Solve problems and share experiences

Exchange ideas and evaluate information

Accept sincere criticism from others in the group

Observe and interview neighborhood workers

Use books as a source of information through studying pictures and texts

Make and read a three-dimensional floor map or a pictorial map of the neighborhood

Develop habits of courtesy, dependability, honesty, perseverance, self-discipline, and other desirable character traits.

Map Development

The map program at the second-grade level should include these types of skills: To observe, to appreciate relationships, to make simple maps, and to read and interpret maps of the neighborhood.

Observation

Prepare the children for a walk around the neighborhood by discussing "what to look for." After the walk, ask children to describe what they saw. They should recall natural features as well as man-made features of their neighborhood. They should be able to tell some of the streets and roads that were crossed and also have noted outstanding landmarks, such as a traffic light, fire station, park. These could be recorded in a list.

Relationships

In preparing children for simple map making, it is most important that they be able to perceive relative distances and locations. To develop this ability, it is most important to bring "where" questions into your discussion; e.g., "Where did we cross the main street?" "Where is the fire-alarm box located?" "In which direction did we walk from the library to the bank?" "What other buildings are near the supermarket?" "Where did we turn to come back to school?" "What is near the library?"

Making maps

1. A good way to begin map making is to act out the excursion. After the children have had frequent opportunities to talk about what they observed on the trip, they could dramatize the trip on the school playground or in the classroom by using chairs, blocks, chalk lines for streets, etc.

2. Take the children to a high spot to observe the neighborhood. Locate familiar landmarks. If possible, using the opaque or overhead projector, show the children a picture of an aerial view of their neighborhood. Explain to the children that this picture was taken from high in an airplane. Note familiar streets and landmarks.

3. Assist the children in making a floor map of the neighborhood. (Since scaling is too difficult for second-graders, the teacher will have to draw the street plan. She may find it helpful to use an opaque projector.) Name the streets and roads. Locate the school on the map. The children may make models or draw pictures of buildings, parks, landmarks, etc., and add them to the map. Do not be too concerned with perspective here, but do see that relationships are correct. Always see that maps are placed in the schoolroom so that they relate to actual location of streets around the school. (In the beginning stages of map making and learning to read maps, be sure to place maps on the floor or table so that the children look down on them.)

Map reading and interpreting

After the trip to observe the workers that travel, secure a simple street map of your neighborhood. (Perhaps there is one in the school office.) This may be shown with an opaque projector. Help the children to locate familiar streets, school, and other well-known features. Here you may help children to understand that symbols on a map show where places are but not what they look like.

Make use of a globe to locate places far away when discussing current events, sources of our foods, toys, oil, etc.

For an overview of other geographic learnings, as well as learnings in the other areas of social studies, see the Program Chart in Part I, page 10.

Use of Books

Children in the second grade are ready to begin using books more fully for gaining information about the area being studied. Most of the group will need books at first- or second-grade reading level; but there are likely to be individual children capable of reading at a higher level. Material should be provided for these individual children, also. Sometimes they may be given the responsibility of gathering information needed by the class or committee. At other times they may be given the opportunity of reading purely for their own enjoyment and enlightenment. Children with limited reading ability may be encouraged to gain information from picture books as they have learned to do in the first grade.

Use the list of supplementary books on pages 23-32 for help in ordering from the Schools Department and for pertinent material found in the supplementary books in your classroom. Remember, however, to tell the librarian the area or areas in which material is needed so that she can add other books to your order from their store of new ones that have been made available since the list was prepared. Remember, too, there may be many other books available which you can find on your own.

Some teachers have found it helpful to mark the sections in the books with markers or to list the pages on a chart by the library corner.

Program Chart--Second Grade

Social Studies

September	October	November	December	January
Set the Stage for Living in Our Room Introduction to the Study of Our Neighborhood Geography of Our Neighborhood	Interdependence Civic responsibility Services to people Activities Products Responsibility of people to services	The School Importance to child Importance to neighborhood American Education Week	Workers Who Help Us Get Ready for the Holidays In the neighborhood Beyond the neighborhood	Workers Who Help Us Get News Television and radio Newsboy Neighborhood newspaper
Special Days	Halloween Fun in our neighborhood	Thanksgiving We are thankful for our neighborhood	Christmas	
Current Events	Current events--Use news items of interest to the children to develop more awareness of things that are happening in the world about them. Space program, elections, sports events, changes in city or neighborhood, etc.			

February	March	April	May	June
Workers Who Help Us Get News Postman Others	**Workers Who Help Us Get Our Food** Nearby workers: Farmer, baker, etc. Faraway workers: cattlemen, fruit growers, etc.	Transportation of food		**People Have Fun Together** In our neighborhood In other countries
		Workers Who Help Us Travel In our neighborhood Beyond our neighborhood		
Special Days	**Valentine Day** **Brotherhood Week**			**Flag Day**
Current Events	Continue "Current Events" as listed under September to January.			

Second-Grade Program

Note: For further suggestions for activities, see Part I "Suggestions for Carrying Out the Program," page 13.

September

I. Set the stage for good living in our new room. (Note: Do not linger on the beginning unit. Build on past experience children have had in previous grades.)

A. Get acquainted with new room and new classmates.

B. Discuss and decide upon acceptable procedures for carrying on class activities.

1. Where materials are kept

2. The right time for doing things

3. How to move from place to place, e.g., going to lavatory or another room, fire drill

C. Begin to set up standards of behavior acceptable to all.

1. Start a chart of rules for our room.

2. Add to them as the need arises and the year progresses.

September, October, and November

II. Survey of our neighborhood

A. Take a walk to see what is in our neighborhood.

1. People

a. Those who live in neighborhood
b. Those who are workers in neighborhood

2. Buildings people use

a. Homes--different kinds
Build on concepts developed in first grade.

b. School
c. Stores
d. Churches
e. Gas station
f. Fire station

3. Transportation

a. To carry people
b. To carry things

4. Growing things

B. Develop an understanding of the relationship of geography to the location of buildings, homes, parks, play areas, and traffic arteries.

1. Go to a high spot or the top of a high building and look at your neighborhood from this new perspective.

a. Observe the hills and how streets run. Some are level. Some go up and down. And some go around the hills.

b. Note that the main streets usually go toward a large business district.

c. Locate familiar buildings.

d. Notice concentration of business area.

e. Point out any features that might be peculiar to your own neighborhood, such as river, bridges, tunnel, water tower.

f. Point out cardinal directions.

2. Start a floor plan or a map of the neighborhood.

3. Compare with other neighborhoods where members of group have lived or visited.

C. Develop feeling of responsibility for making and keeping the neighborhood an attractive place to live. (Civic responsibility)

1. Prevent an accumulation of litter.

2. Recognize that where there are no growing things erosion will wash away the land.

3. Plant and preserve gardens, shrubbery, and beauty spots.

   It takes a long time for things to grow.

4. Respect and preserve property of others in the community.

D. Discuss services, activities, and products available in neighborhood.

1. Identify workers who provide food, clothing, shelter, protection, health services, transportation, communication, education, or recreation.

2. Help children recognize how members of the neighborhood use these services (shopping).

3. Note that if our neighborhood doesn't provide what we need, we must depend on another neighborhood or business district.

E. Develop an understanding of interdependence of business, services, and families.

1. We depend on business and services to meet our needs.

   a. Stores
   b. Protection
   c. Transportation

2. We are responsible for cooperating with these workers.

   a. The workers need our patronage.
   b. Our taxes help pay some of these workers.

3. We must respect their rights and their property.

   a. We must not damage merchandise or annoy customers.
   b. We must not ring false alarms or disfigure property.
   c. We must not damage shrubbery.

F. School is part of the neighborhood.

1. It is the place where we learn and grow.

    a. Learning is our job.
    b. We are responsible for keeping our school attractive and desirable.
    c. We are responsible for making our school a good place to learn by practicing good work habits.
    d. Teachers and principals are workers who help us learn.
    e. Our neighborhood needs intelligent citizens.

2. American Education Week is the time for all citizens to visit the schools.

    a. They help to pay for them.
    b. They are interested in what future citizens are learning and doing.
    c. All schools in the nation are observing American Education Week.

III. Halloween

A. Discuss neighborhood plans for celebrating Halloween.

B. Discuss need of respect for the rights of others.

C. Discuss good Halloween safety habits.

IV. Thanksgiving

A. Culminate "survey of our neighborhood" by summarizing the contributions of workers to us.

B. Express thanks to workers with whom we have had contacts. (Cards or letters)

December

V. Workers who help us get ready for the holidays.

A. Discuss the workers who provide our toys and gifts.

1. Workers who make them.

    a. Some are made in our city.
    b. Some are made in other parts of our country.
    c. Some are made in other parts of the world.
    d. Some are made in our own homes.

2. Workers who sell them.

3. Workers who transport them.

B. Discuss workers who provide our decorations.

1. Discuss who makes home decorations and how we get them.

a. Trees and greens. Visit one of the merchants who sells these.
b. Candles
c. Ornaments and lights
d. Other symbols

2. Discuss street decorations.

a. Who decides on decorations?
b. Who puts them up?
c. How is the expense met?

3. Stimulate the children to do their part by decorating their homes and school.

January and February

VI. Workers who help us get the news

A. Television and radio reporters tell us the news.

B. We read the news in newspapers and magazines.

1. A newsboy brings the newspaper to our house.

2. We buy the newspaper at the newsstand.

3. Some neighborhoods have a local newspaper.

a. Visit a neighborhood news office and printing plant.
b. Find out what workers are involved in the publication of the paper and what their jobs are.

C. The postman brings us news.

1. Every neighborhood is served by a post office.

2. Visit the local post office and find out how many workers are necessary to make it possible for the postman to bring us our mail.

3. Observe that every piece of mail is stamped.

   a. There are many different kinds of stamps.
   b. Each country has stamps of its own.
   c. Perhaps some children might exhibit their stamp collections.

4. Get acquainted with the school postman. Follow him along his route for a block or two.

   a. Observe him deliver mail to the homes.
   b. Observe him get mail from the storage box.
   c. Observe the mail-truck driver pick up mail from the letter box.

D. There are many other ways that we get news.

   1. Telephone

   2. Telegram

   3. Billboard

   4. Conversation

E. Culminate the unit by carrying on a class project, such as

   1. Class newspaper

   2. Class post office

   3. Television newscast

VII. Brotherhood Week

A. Use this opportunity to develop in children an acceptance and respect for all people.

B. Develop an understanding that all people are alike in their basic needs and desires for a good life.

1. List and discuss things we all need, e.g., food, clothing, shelter.

2. List and discuss things we all desire, e.g., education, recreation, peace.

C. People may be different in their abilities, potentialities, and the contributions they make to society.

1. Think of special contributions individual members of the class have made.

2. Appreciate contributions workers or others in your neighborhood have made.

March

VIII. Workers who help us get our food.

A. Some workers are nearby.

1. The farmer

2. The dairyman

3. The baker

4. The candymaker

5. Supermarket employees

B. Some workers are faraway.

1. Fruitgrowers

2. Cattlemen

3. Fishermen

4. Produce farmers

5. Coffee, tea, and cocoa growers

6. Grain farmers

C. Some workers transport foods.

1. Visit a supermarket when the food is being delivered.

2. Bring some empty containers from home.

a. Look at the labels to see where things came from and where they were packaged or prepared.
b. Find these areas on the map.

3. Discuss ways food might have come to the supermarket in the neighborhood.

D. The cost of food depends on

1. The season

2. Where it is grown

3. How it is preserved

April and May

IX. Workers who help us travel

A. Take a walk to a busy thoroughfare and observe different kinds of transportation.

1. For people

a. Cars
b. Buses
c. Streetcars
d. Taxis

2. For things

a. Trucks
b. Vans

B. Discuss other ways people and things can travel beyond the neighborhood.

1. Airplanes--jets

2. Helicopter

3. Train

4. Boat

5. Spaceship

C. Many workers are needed to help us travel.

1. Drivers, pilots, engineers

2. Ticket man, conductor, dispatcher, stewardess

3. Restaurant workers, cleaners, porters

4. Gas-station attendants and auto mechanics

5. Road builders and maintenance crews

D. Power is necessary for vehicles that help us travel.

1. Most vehicles use gasoline for power.

a. Gasoline is made from oil.
b. Oil comes from faraway oil fields.
c. Locate some of the oil fields on the globe.

2. Some vehicles use other sources of power.

a. Streetcars use electricity.
b. Monorail and magnetic cars are being developed.

E. Discuss other ways people travel in different countries.

1. Camel or elephant

2. Rickshaw

3. Gondola

4. Dog sled

June

X. People have fun together.

A. Discuss ways we have fun.

1. On the playground

2. In the parks

3. With sports, e.g., fishing, boating, playing ball

B. Find out how children in other parts of the world have fun together.

1. In parks

2. With sports

3. Dancing

4. Playing games

C. Think of ways people have fun together on special holidays or festivals.

1. In our country

a. Fourth of July
b. Labor Day
c. New Year's

2. In other countries

a. China
b. Japan
c. Mexico

THIRD GRADE

Introduction

The third grade continues to develop the child's understanding of life in his community by giving him experiences in his expanding community. The major emphasis of the year's work will be a study of the way of life in Pittsburgh and other communities in Pennsylvania, including an understanding of the influence of our natural environment and a knowledge of a way of life in the early days of Pittsburgh. Holidays and items of interest in the news will offer opportunities to provide experiences through which children will develop patriotic pride, appreciation of our American heritage, and an awareness of what is happening in the world.

Understandings

Pittsburgh is a large community made up of many smaller neighborhood communities. It is one of the largest cities in Pennsylvania.

Pennsylvania is our state. It is made up of different kinds of communities.

Rivers and hills have influenced the development of Pittsburgh as an industrial city.

Early Pittsburghers lived at the Point. They depended upon their natural environment for survival.

Names of streets and places in Pittsburgh help us remember important people and events.

The people of Pittsburgh have many different backgrounds and have contributed much to the cultural growth of our city.

Many things are produced in Pittsburgh that are used in other parts of our country and all over the world.

The people of Pittsburgh and neighboring communities depend on each other for services and products.

Citizens in a democratic community have not only the right but the responsibility to vote, pay taxes, help make the rules, and live up to them.

Our city has special services which provide for the good of all.

The people of Pittsburgh are planning together to make Pittsburgh a better place to live.

The newspaper, television, and radio provide information on current events.

People must plan and work together to conserve their natural resources.

Skills

Growth in ability to

Plan and work together

Identify, organize, and work toward solution of problems both independently and co-operatively

Gather information from persons, experiences, pictures, and books

Acquire the necessary social studies vocabulary

Organize, classify, evaluate, and record information

Report information orally or in writing

Listen attentively to another's ideas

Relate themselves to the cardinal directions--north, south, east, west

Read simple maps and interpret beginning map symbols

Show initiative--see and do things for himself and others

Develop habits of courtesy, dependability, honesty, perseverance, self-discipline, and other desirable character traits

Map Development

The map development will be built on the concepts developed in the second grade. The children will learn to use a map of the city. They will also learn to locate their city, their state, and their country on a map of the United States and on a globe.

Early in the year the children should be oriented to the cardinal directions in relation to the sun, first outdoors, then indoors. In their science program they have learned that the sun is in the east in the morning and in the west in the afternoon. Develop a further understanding of the cardinal directions in sequential steps.

1. Take the children outdoors on a sunny day in the morning and observe the position of the sun. This establishes where east is. Take a similar trip to the same spot in the late afternoon and have the children note the position of the sun. This establishes where west is.

2. Have the children stand so that east is to their right. The west is then to their left, they are facing north, and south is behind them. (See "Living and Learning," *In City, Town, and Country*,[1] pages 64-66.)

3. Locate the direction in which various familiar places lie in relation to the school, such as the water tower, Jean's house, the grocery store.

4. Relate the cardinal directions to the classroom. Label the walls of the classroom north, south, east, and west.

5. Relate the local neighborhood to the downtown area. Why is our section of the city called East End, North Side, South Side, West End?

After the children have developed an understanding of these spatial relationships, they are ready to go on to the development of map-reading skills.

1. Show an aerial view of Pittsburgh. Note the triangle, rivers, business district, railroads, parks.

2. Make a semipictorial map of the area. Use pictures, colors, and lines to stand for real things such as the Block House, incline, Point Park. Make a key to tell what they stand for. Lay this map on the floor making sure that north faces north in the room.

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[1]See page 89 for complete information about texts referred to in this course.

Note: Introduce all new maps by showing them on the floor (north facing north) before hanging them on the wall.

3. Make a simple map of the same area, using lines and symbols for streets and buildings. (See "Living and Learning," *In City, Town, and Country*, pages 69-72.)

4. Lay a map of the city of Pittsburgh on the floor, north facing north. Locate points of interest.

5. As the opportunity arises, introduce the children to maps of Pennsylvania and the United States.

6. Use a globe to show the children where they live on earth, where special events in the news are happening, the route Columbus traveled, etc.

This development should extend throughout the year. Suggestions are noted as the program is outlined in the learning activities. For an overview of other geographic learnings, as well as learnings in the other areas of social studies, see Program Chart in Part I, page 10.

Textbooks and Their Use

The set of textbooks includes a variety of titles rather than sufficient copies of one title for every member of the class. The intention is to provide source books for a social studies program, rather than a text for a book-centered program.

The content of the program is our own city, its people, and their relationship with each other and the world.

Begin with what is familiar. Discuss, for example, in the unit on Transportation

Ways people and things travel in Pittsburgh

Ways people and things travel to and from Pittsburgh

Draw upon personal experience whenever possible

Refer to a trip taken to downtown Pittsburgh

1. How did you go? Why?

2. What other means of transportation did you see?
3. What were the vehicles traveling on?

Then suggest we find out

What is involved in transportation?

As a seatwork assignment have the children go to the library shelf and take the books in which references are listed for transportation. These references may be marked with colored markers or listed on a chart beside the library shelf. Encourage them to make notes on the things they can learn about.

Why we need laws
What kind of laws we have
Who enforces the laws
What signs tell us of different laws

Alert the children to the fact that they will be finding laws about different means of transportation, including railroad and planes. Steer the slow children, who may not be able to get their information through reading, to a book that has some of this information in pictures, such as *Working Together*, page 140, or *I Want to Be a Train Engineer* listed in Supplementary Books for kindergarten, grades 1 and 2, pages 23-32.

In the social studies period, discuss the questions listed in the assignment and record the answers on the board or on a chart. Children will contribute information they have found through their own experiences as well as through reading. The children may copy this information for inclusion in a booklet on transportation or to take home to show to the family.

A similar assignment might be made for the next social studies discussion to find out about the construction and maintenance of streets and roads.

Textbooks

In City, Town, and Country, Paul R. Hanna, Genevieve A. Hoyt, and Clyde F. Kohn. Scott, Foresman and Company, 1959. (20 copies)

Teacher's Edition for *In City, Town, and Country*. The first part of this book contains "Living and Learning" and "Guidebook," both of which are referred to in this outline.

Your Town and Mine, Revised Edition, Eleanor Thomas, Ernest W. Tiegs, and Fay Adams. Ginn and Company, 1960. (5 copies)

Teachers' Manual to Accompany *Your Town and Mine*, Revised Edition. Referred to as "Guidebook."

Ways of Our Land, Clarence W. Sorensen. Silver Burdett Company, 1961. (1 copy)

Working Together, Revised Edition, Alta McIntire and Wilhelmina Hill. Follett Publishing Company, 1959. (1 copy)

Around the Home, John R. Borchert and Jane McGuigan. Rand McNally and Company, 1961. (1 copy)

Holiday Reader, Herman F. Benthul and Mayna F. Bode. Noble and Noble, 1957. (1 copy)

Supplementary Books From Library

Some supplementary books which may be ordered from the library are listed by title with each unit. This list is not complete, however, due to the fact that new books are constantly being added in the library. Therefore, it is important that in ordering you give the librarian the topic you are studying and the reading levels in which you need material. She can then add to your order other books that will contribute to your unit.

Free Resource Materials

Chamber of Commerce of Pittsburgh, Pittsburgh, Pennsylvania 15219
Pittsburgh (pamphlet)
Facts About Pittsburgh (pamphlet)

Allegheny Conference on Community Development, 200 Ross Street, Pittsburgh, Pennsylvania 15219
Pittsburgh (pamphlet)

Urban Redevelopment Authority of Pittsburgh, 200 Ross Street, Pittsburgh, Pennsylvania 15219
Annual Report (pamphlet)
Allegheny Center (pamphlet)

Equitable Life Assurance Society of the United States, Pittsburgh, Pennsylvania 15222
Gateway Center--Pittsburgh (pamphlet)

The Pittsburgh Press, Boulevard of the Allies, Pittsburgh, Pennsylvania 15222
Story of The Pittsburgh Press (booklet)

Gulf Service Station "Pittsburgh Tourgide Map"

Esso Service Station "Map of Pittsburgh"

Commonwealth of Pennsylvania, Department of Commerce
Pennsylvania (booklet)

American Iron and Steel Institute, 150 E. 42nd Street, New York, New York 10017
The Picture Story of Steel (booklet)
Steel from Mine to You (booklet)
Major Steps in Steel Making (booklet)
Steel--Jimmy Gets His Story (comic book)

Allegheny Ludlum Steel Corporation, Oliver Building, Pittsburgh, Pennsylvania 15222
Stainless Steel for Living (booklet)

United States Steel Corporation, Public Relations Department, 71 Broadway, New York, New York 10006
Joe--The Genie of Steel (comic book)
The Return of Joe--The Genie of Steel (comic book)

Aluminum Company of America, 425 Sixth Avenue, Pittsburgh, Pennsylvania 15219
Aluminum (booklet)
Father of the Aluminum Industry (booklet)

H. J. Heinz Company, Pittsburgh, Pennsylvania 15230
It's A World-Wide 57 (booklet)

Association of American Railroads, School and College Service, Transportation Building, Washington, D. C. 20006
Railroad pictures and information

Bell Telephone Company, Pittsburgh, Pennsylvania
Catalog of Informative Programs

Program Chart--Third Grade

Social Studies

	September	October	November	December	January
Our City and State	Introduction to the Study of Pittsburgh Neighborhood Local community Pittsburgh	Natural Features The three rivers The hills Transportation	Patriotism, American Heritage Election Day Veteran's Day Education Week	People of Pittsburgh Backgrounds Contributions	Industries and Products
Special Days		Columbus Day Halloween	Thanksgiving	Christmas	
Current Events	Current events--Be aware through the whole year of news items that would be of interest to third-grade children.				

February	March	April	May	June
American Heritage Pittsburgh long ago	**Services** Education Health Public works Recreation Safety and traffic	**Interdependence Within Our State and Beyond Our State** Rural community Food Clothing	Homes Communication Conservation	
Lincoln's birthday **Washington's birthday**			**Memorial Day**	**Flag Day**
Continue "Current Events" as listed under September to January.				

Our City and State

Special Days

Current Events

Third-Grade Program

Introduction to the Study of Pittsburgh

Understanding to be developed:

Pittsburgh is my community and my neighborhood is part of it.

Discuss places visited in Pittsburgh during the summer.

Find pictures of interesting places in Pittsburgh.

Correlate the study of Pittsburgh with the first unit of *New Streets and Roads* which offers an introduction to the study of a large city.

Discuss the relationship of the school neighborhood to the local community and to the City of Pittsburgh.

Example: Highland Park area--East Liberty--Pittsburgh
Carrick--South Hills--Pittsburgh

Location and size

Point out that

Pittsburgh is one of the largest cities in Pennsylvania.
*Pittsburgh is located in Western Pennsylvania.

Map development

Orient children to the cardinal directions: north, south, east, west.

Locate downtown Pittsburgh in relation to the local community: north, south, east, west.

Classroom References

Children	*Teacher*
Your Town and Mine, pages 8-20	"Guidebook," *Your Town and Mine*, pages 2-11

*An asterisk indicates activities suitable for the more able academically.

Children	*Teacher*
Around the Home, pages 25-40	"Guidebook," *In City, Town, and Country*, pages 98-99
Ways of Our Land, pages 160-177	"Living and Learning," *In City, Town, and Country*, pages 34-35, 64-66

Library References

Big City, Berta and Elmer Hader	*Pittsburgh*, Chamber of Commerce of Pittsburgh
	Mostly About Pittsburgh, Carsten Ahrens

Free and Inexpensive Materials

Pittsburgh (booklet) Chamber of Commerce of Pittsburgh

Gateway Center--Pittsburgh (Leaflet), Equitable Life Assurance Society of the United States

Natural Features

Understandings to be developed:	Develop an awareness of these geographic understandings:
Rivers and hills have influenced the development of Pittsburgh.	
Three rivers	The Allegheny River and the Monongahela River meet and form the Ohio River.
The Point	The land formed by the meeting of the three rivers is called the Point. It is shaped like a triangle and is called the Golden Triangle.
The hills	The hills are rich in natural resources. There are many hills in Pittsburgh.
Man adapts to the natural environment.	Point out:
	The location of steel mills along the river

The location of railroads along the river

The construction of inclines to go up the hills, tunnels to go through the hills, and bridges to cross the rivers to make travel easier and shorter

Field trip

Take a bus trip to downtown Pittsburgh and go to the top of Mt. Washington to see the Point. Take advantage of pertinent points of interest along the way.

Map development

On the trip orient the children to the cardinal directions, either from Mt. Washington or the Point.

Locate their own local community in relation to downtown Pittsburgh: north, south, east, west.

Show an aerial picture of downtown Pittsburgh and compare with the view from Mount Washington.

Make a pictorial map of downtown Pittsburgh. Show the route taken on the trip. Show cardinal directions.

*Make a simple map showing the Point and the three rivers.

Classroom References

Children

In City, Town, and Country, pages 50-51

Your Town and Mine, pages 22-25, 126-127

Around the Home, page 12

From Here to There in Pittsburgh, pages 11-15

**Pittsburgh From Fort to City*, pages 7-12

Teacher

"Guidebook," *In City, Town, and Country*, pages 128-129

"Guidebook," *Your Town and Mine*, pages 13-15, 83

"Living and Learning," *In City, Town, and Country*, pages 30-31, 66-71

Library References

	Children	Teacher
	The Golden Book Encyclopedia	*The World Book* *Britannica Junior* *Compton's Pictured Encyclopedia*

Transportation

Understanding to be developed:

The hills and rivers have necessitated that Pittsburgh use inclines, bridges, and tunnels as well as streets and highways for its transportation.

Observe and discuss the ways people and things travel in Pittsburgh.

Cars, streetcars, buses, taxis, trucks, incline
Streets, roads, parkways, bridges, tunnels

Discuss the ways people and things travel in and out of Pittsburgh.

Buses, trucks, cars, trains, boats, airplanes, helicopters

Refer to trip taken to downtown Pittsburgh and Mount Washington.

Develop an awareness that

We need laws to protect the safety of people and property and to help overcome traffic problems.

Our taxes help pay for the construction and maintenance of streets and roads.

As more people travel, more and better roads must be built.

Map development

Add the incline, tunnel, and bridges, etc., to the pictorial map.

With the pictorial map as a guide, make a map of the same area using lines and symbols.

Help the children understand that a map shows the location of a place and the route to travel in order to reach it.

If the children are now ready, use a street map of Pittsburgh.

Trace route of trip on this map.

*Use a map of Pittsburgh and vicinity to show routes coming into Pittsburgh and points of interest, such as the airport.

Classroom References

Children

In City, Town, and Country, pages 20-35, 50-51, 62-65, 80-81,* 167-170

Your Town and Mine, pages 8-19, 144-145, 158,* 194-195, 217

Around the Home, pages 33-34, 181-184

Ways of Our Land, pages 73-74, 93-97,* 150-159,* 169-172

Working Together, pages 126-160

From Here to There in Pittsburgh

Workers in Pittsburgh, pages 28-42

Teacher

"Guidebook," *In City, Town, and Country*, pages 114-122, 128-129, 139-141, 152-154, 210-212

"Living and Learning," *In City, Town, and Country*, pages 66-72

"Guidebook," *Your Town and Mine*, pages 6-11

Library References

Children

Let's Go to an Airport, Laura Sootin, j656.82 S71

Airplane at the Airport, Merrie Stuart, j656.82 S93

True Book of Airports and Airplanes, John Lewelleyn, j656.82 L67

About the Pilot of a Plane, Haile Chace, j533.652 C34

How Superhighways Are Made, David C. Cooke, j625.7 C77

Who Built the Highway, Norman Bate, qj625.7 B31

Aboard a Bus, Mary R. Smith, j656.7241 S65

First Book of Trucks, Mary Elting, j629.1126 E56f

Wheels Across America, Terry Shannon, qj380 S52

Fast Trains! Busy Trains! Jene Barr, j385 B25

The Freight Yard, Dorothy Stever, j656.1 S84

I Know People, Hunnicutt and Grambs, j372.4 H93

Big City Transportation, Urell, Jennings, Weinberg, j380 U27

Teacher

Pittsburgh, Engineers' Society of Western Pennsylvania, 917.4886 E64

Children

Pennsylvania Primer, Lucille Wallower,
J974.8 W18p

Living Together in Town and Country,
Prudence Cutright, J300 C95L

Teacher

Free and Inexpensive Materials

"Pittsburgh Tourgide Map," Gulf Gas Stations

"Pittsburgh Map," Esso Gas Stations

Railroad pictures and information, Association of American Railroads

Columbus Day

Understanding to be developed:

Columbus discovered America and proved that the earth is round.

Map development

Read and discuss stories about Columbus as a boy.

Read and discuss stories about his discovery of America.

Trace the route taken by Columbus on a globe.

Classroom References

Children

Holiday Reader, pages 9-22

Working Together, pages 230-231

Teacher

Library References

Our Community, R. W. Burkhardt,
J300 B91

Columbus Story, Alice Dalgliesh,
J92 C727d

Children | *Teacher*

Little History of the United States,
Mabel Pyne, qj973 P998

Halloween

Understanding to be developed:

Halloween is a good time for fun, but we must be careful not to damage or destroy other people's property.

Discuss and plan wholesome ways to have fun.

Make children aware of the safety precautions to be taken.

Classroom References

Children | *Teacher*

Holiday Reader, pages 23-30

"Living and Learning," *In City, Town, and Country*, pages 77-78

Library References

Billy Lives in Maplewood,
Alta McIntire, j372.4 M172

Election Day

Understandings to be developed:

Citizens in a democratic community have not only the right but the responsibility to vote.

Take advantage of election activities in the school and the community.

Encourage the children to bring in and share items from the news.

Conduct mock election at the time when president, governor, or mayor are elected.

Citizens in a democratic community help make the rules through their elected representatives.	Discuss the fact that members of council make the laws and that our mayor helps to see that we obey them. Help the children to be aware of the fact that as they establish the rules governing their group, organize committees, and carry out their individual responsibilities, they are living as responsible citizens.

Classroom References

Children

Your Town and Mine, pages 198-199

Teacher

"Guidebook," *Your Town and Mine*, pages 128-137

"Living and Learning," *In City, Town, and Country*, pages 92-96

Library References

Our Community, R. W. Burkhardt, pages 88-93, j300 B91

Town Meeting Means Me, Mina Turner, j352 T86

Let's Go to a City Hall, Louis Wolfe, j352 W83

Veteran's Day

Understanding to be developed:

Veteran's Day is the day set aside to honor those who fought to preserve the ideals of democracy.	Discuss the meaning of Veteran's Day and the various ways of celebrating it. (Parades, moment of silence, services at war memorials, etc.)

Classroom References

Children	*Teacher*
Holiday Reader, pages 31-32	"Living and Learning," *In City, Town, and Country*, pages 78-79
	Education Week
Understandings to be developed:	
Schools are one of the special services which our city provides for the good of all.	Develop an awareness that education is necessary for intelligent participation in a democracy.
	Develop pride in your own school.
	Take a trip around your school to see what others are doing.
	Acquaint parents and members of the community with the work of the school.
	Invite someone from the Administration Building to come and talk with the children about schools in Pittsburgh.
Tax money is used to pay for our schools.	Discuss what tax money is used for in our schools. (Books, paper, salaries of workers, school buildings, etc.)
	Develop an awareness of the need to conserve materials and supplies.
Field trip	Take a trip to a neighboring school to visit the third grade there.
Map development	Make a map to show the route taken.
	*Show boundaries between school districts.

Classroom References

Children

In City, Town, and Country, pages 82-87

Teacher

"Guidebook," *In City, Town, and Country*, pages 154-158

"Living and Learning," *In City, Town, and Country*, pages 80-81

Library References

Schools Around the World, Patsy Scarry,
J372 S28

Town Meeting Means Me, Mina Turner,
J352 T86

Thanksgiving Day

Understanding to be developed:

Thanksgiving offers an opportunity to develop a deep appreciation of our American heritage.

Learn about the first Thanksgiving, its meaning, and how it was celebrated.

Develop a thankfulness for our spiritual heritage rather than material possessions.

Map development

Use globe to trace route taken by Pilgrims.

Classroom References

Children

Holiday Reader, pages 33-51

Working Together, pages 232-238

Teacher

"Living and Learning," *In City, Town, and Country*, pages 81-82

Library References

Thanksgiving Story, Alice Dalgliesh

Children

Our Community, R. W. Burkhardt, pages 201-208, j300 B91

Teacher

People of Pittsburgh

Understanding to be developed:

The people of Pittsburgh have many different backgrounds and have contributed much to the growth of our city.

Through discussion, stimulate the children to find out at home about where their parents, grandparents, and great-grandparents came from and how they happen to be living in Pittsburgh now.

Lead this interest to an appreciation of the contributions made by people of different backgrounds to the cultural growth of our city.

Music and dancing--Folk Festival, Tamburitzans

Foods--Pizza, Shish-ka-bob, Kosher corned beef, Chop Suey, Kolbassi, etc.

Language--Foreign language programs, foreign language newspapers

Religions

Make an exhibit of dolls of many lands, handicrafts, costumes, etc.

Learn simple folk songs and dances.

If there are children from various nationality backgrounds in your group, an interesting activity would be to encourage them to bring in cookies or cakes made from an old family recipe and share them at a class nationality party.

Map development

Locate on a globe places from which people have come to Pittsburgh.

Classroom References

Children

In City, Town, and Country, page 41

Your Town and Mine, pages 159-186

**Holiday Reader*, pages 202-214

**Pittsburgh From Fort to City*, pages 48-51

Teacher

"Guidebook," *In City, Town, and Country*, pages 124-125

"Guidebook," *Your Town and Mine*, pages 108-127

"Living and Learning," *In City, Town, and Country*, pages 31-32

Library References

**Pennsylvania Primer*, Lucille Wallower, Chapter 3, j974.8 W18p

Big City Neighbors, Catherine Urell and Lillian Goldman, j301 U27

Story of the Pennsylvania Dutch, Ann Hark, qj917.48 H27

Ciri - Biri - Bin, Mel Silverman

Christmas

Understandings to be developed:

People of various cultures celebrate Christmas in different ways.

Discuss why we have many of our Christmas customs and symbols, such as the Christmas tree, hanging up stocking, singing carols.

Encourage the children to tell about special customs observed in their homes at this season of the year.

*Discuss the variety of customs of different nationality groups in Pittsburgh.

*Read about Christmas customs in other countries.

We express the Christmas spirit by doing or giving to others.

Expand the children's experience of giving from the home and school into institutions in the community (homes for the aged, nursing homes, veterans' hospitals, or other groups with whom the children have become familiar through field trips or other contact).

Classroom References

Children	*Teacher*
Holiday Reader, pages 52-87	"Living and Learning," *In City, Town, and Country*, pages 82-83
	Weekly Reader, Christmas Supplement

Industries and Products

Understandings to be developed:

Pittsburgh has developed as an industrial city because of its location near rivers and its rich deposits of coal.

Point out that

The Pittsburgh area is rich in deposits of coal, the backbone of industry.

Industries located in Pittsburgh because it was near the source of an abundant supply of fuel.

The rivers provide cheap means of transporting raw materials and finished products.

Many things are produced in Pittsburgh that are used in other parts of our country and all over the world.

Point out that

Pittsburgh has pioneered in the following industries:

Coal	Paint
Steel	Food products
Glass	Electrical machinery
Coke	Radio--KDKA
Steel products	Atomic energy for industrial use

*Prepare and give special reports on how steel or glass is made.

*Write to companies for the story of their products.

*Make a list of things made of steel.

The people of Pittsburgh and neighboring communities depend on each other for services and products.

Point out that

The products of neighboring communities have contributed to the growth and importance of Pittsburgh.

New Kensington--Aluminum
East Pittsburgh--Electrical equipment
Oil City--Oil refineries
Shippingport--Atomic power plant

Pittsburgh is known throughout the world and has many nicknames.

Discuss the nicknames given to Pittsburgh and why they are appropriate.

Steel City	Arsenal of the World
Iron City	City of Bridges
Hearth of the Nation	Workshop of the World

Field trips

Take a trip to H. J. Heinz Company.

Refer to the trip taken to see the Point. Recall steel mills along the river.

Map development

Locate on a map of Pittsburgh the major industries as they are discussed.

If a trip is taken, trace the route on a map of Pittsburgh.

*A group may make or get an outline map of Pittsburgh and vicinity on which they can represent pictorially the location of some of Pittsburgh's industries.

Classroom References

Children

In City, Town, and Country, pages 160-166

Your Town and Mine, pages 113-115

Around the Home, pages 169-176

Ways of Our Land, pages 60-71

**Pittsburgh From Fort to City*, pages 28-48

Teacher

"Guidebook," *In City, Town, and Country*, pages 207-210

"Guidebook," *Your Town and Mine*, pages 76-78

Library References

**Let's Go to a Steel Mill*, Erma Green, j669.1 G82

**Our Country From the Air*, Edna Eisen, j917.3 E41

Pennsylvania, Bernadine Bailey, j917.48 B15

**Living Together in Pennsylvania*, Genevieve Bowen, 917.48 B662

Lollipop Factory, Mary Elting, j670 E56

Pittsburgh, Engineers' Society of Western Pennsylvania, 917.4886 E64

Britannica Junior

World Book (See Pittsburgh)

Pittsburgh Long Ago

Understandings to be developed:

Early Pittsburghers lived at the Point. They depended upon their natural environment for survival.

Arouse an interest in the study of Pittsburgh long ago

Through a discussion of Lincoln or Washington at the time of their birthdays

As an outgrowth of Unit 2 in *New More Streets and Roads*, "On Roads of Early Days"

Refer to the trip taken earlier to Mt. Washington. (If trip has not already been taken, this would be a good time to do so.)

Help children see why people settled at the Point.

Early settlers came to Pittsburgh in covered wagons from the east. Some settled here. Others stopped long enough to build river boats and secure supplies and continued westward on the Ohio River. For that reason, Pittsburgh's first nickname was "Gateway to the West."

The Block House, built at the Point to protect the settlement, had the advantage of overlooking the three rivers.

Show the children a picture of Pittsburgh about 1758.

Help the children to see the familiar point formed by rivers.

Point out that the land was covered with trees and had very few buildings and streets.

Help the children understand that the forests supplied materials for building.

Help the children understand that the animals in the forest provided the settlers with food and materials for clothing.

Help the children understand that the rivers provided fish and water.

Plan with the children to carry on some activities that would help them experience what pioneer life was like.

Make candles
Dye material
Weave mats
Make butter
Grind corn and make corn bread
Make a model settlement
Paint pictures or murals depicting pioneer life
Make booklets and charts
*Write and dramatize a play
Make a classbook

Names of streets and places in Pittsburgh help us remember important people and events.

Think of names of streets, places, and buildings that were named for people and events of long ago, such as Forbes Avenue, Mt. Washington, Duquesne University.

Investigate the history of your school. (There may be a copy in the office.)

Field trip

Take a walk in the community to locate streets that carry historic names, old homesteads, historic markers, or other spots that would have historic significance in Pittsburgh or in the early history of your community.

Map development

Make a model settlement as suggested under activities.

Draw a map of early Pittsburgh locating the Point, the rivers, Fort Pitt, the settlement, etc.

*Make a map of local community after a study of its early history.

Classroom References

Children	*Teacher*
In City, Town, and Country, pages 54-61	"Guidebook," *In City, Town, and Country*, pages 135-139
Around the Home, pages 122-126, 140-162	"Living and Learning," *In City, Town, and Country*, pages 31-32

Children

Working Together, pages 232-238

Pittsburgh Long Ago

**Pittsburgh From Fort to City*

Teacher

Library References

**Flatboats and Wagon Wheels*, Mildred H. Comfort

Pennsylvania, Bernadine Bailey, j917.48 B15

True Book of Pioneers, Mabel Harmer, j917.8 H27

First Book of America, Edith Heal, j973 H384

Little History of the United States, Mabel Pyne, qj973 P998

Children of the Colonies, Mildred H. Comfort, j917.3 C73c

All Around America, Cordier, j917.3 C81

Workers at Home and Away, McIntyre and Hill, j300 M17

**Pennsylvania Primer*, Lucille Wallower, j974.8 W18p

**Pioneer Children of America*, C. D. Emerson, j917.3 E58

**Colonial America*, M. Fisher and M. J. Fowler, qj917.3 F53

Pittsburgh (A Brief History), Rose Demorest, j974.886 D42

Pittsburgh--Story of a City, L. D. Baldwin, 974.886 B19

Short History of Pittsburgh, 1758-1908, Samuel H. Church, j974.886 C46

Early Landmarks and Names of Old Pittsburgh, A. M. C. Miller, 974.886 M69e

Story of Pittsburgh, qr917.4886 P67ci

A *Pittsburgh Album*, Roy Stryker, qj974.886 S92

Communities of Men, Volume III, Harold Rugg and Louise Krueger, j330.9 R84

Living Together in Large Cities, Chapter 5, Eston V. Tubbs, j917.3 T79

Pioneer Life, J. E. Wright, 974.88 W93p

Britannica Junior (See Pittsburgh)

World Book (See Pittsburgh)

Pittsburgh Schools, "Growth in Public Education in Pittsburgh," Volume XXXIII, Numbers 1-2, 1958

Children

Prairie Children, Gina Allen, j917.8 A42p

Little Jonathan, Miriam E. Mason

By Wagon and Flatboat, LaMonte Meadowraft

Candlelight Tales, Phelan, j917.3 P48

Colonial Life in America, Tillinghast and Coleman, j973.2 T46

Lincoln's Birthday

Understanding to be developed:

Lincoln, our sixteenth president, had a love of learning, was an honest man, and worked to bring about equal opportunity for all men.

Teacher

Read and discuss stories about Lincoln.

Classroom References

Children

Holiday Reader, pages 104-109

Teacher

"Living and Learning," *In City, Town, and Country*, page 84

Library References

Abraham Lincoln, Ingri and Edgar D'Aulaire, qj92

Washington's Birthday

Understanding to be developed:

George Washington was a general who led the Americans in their fight for independence and became our first President.

Read and discuss stories about Washington.

Bring out the fact that Washington surveyed and explored this area and advised that a fort be built at the Point.

Point out that Washington Crossing Bridge and Mt. Washington are two landmarks of his visit.

Map development

Locate the bridge and Mt. Washington on a map.

Classroom References

Children

Holiday Reader, pages 113-124

**Pittsburgh From Fort to City*, pages 14-20

Teacher

"Living and Learning," *In City, Town, and Country*, page 84

Library References

Our Community, R. W. Burkhardt, j300 B91

George Washington, Ingri and Edgar D'Aulaire, qj92 W272au

Services

Understanding to be developed:

Our city has special services which provide for the good of all.

Discuss the services the city provides with which the children are familiar.

Develop an awareness of still other services which are provided.

Help the children understand that taxes are used to pay for these services.

Invite resource people to describe the work of their service. Use parents as resource people where possible.

Field trip — Plan a trip to learn how workers in which the group has a particular interest perform a specific public service.

Map development — Trace the route of the trip on a map.

Locate, on a map of the city, parks familiar to the children.

Classroom References--Education

Children

In City, Town, and Country, pages 82-87

Ways of Our Land, pages 128-130

Working Together, page 180

Pittsburgh, A Good Place to Live, pages 38-41, 51-56

Teacher

"Guidebook," *In City, Town, and Country*, pages 154-158

Library References--Education

Living Together in Town and Country, Prudence Cutright, j300 C95L

At the Library, L. Colonius and G. Schroeder, j020 C72

Let's Go to the Library, Naomi Buchheimer, j020.71 B84

At the Museum, R. H. Dudley, j061 D87

Classroom References--Health

Children

In City, Town, and Country, pages 14-17

Your Town and Mine, page 193

Workers in Pittsburgh, pages 25-27

Teacher

"Guidebook," *In City, Town, and Country*, pages 107-110

Library References--Health

Let's Go to a Hospital, Diana Hammond, J362 H22

Classroom References--Public Works

In City, Town, and Country, pages 42-49

Your Town and Mine, pages 191-192

Ways of Our Land, pages 20-23

Working Together, pages 26

†*Workers in Pittsburgh*, pages 51-56

"Guidebook," *In City, Town, and Country*, pages 126-127

Library References--Public Works

Who Built the Highway, Norman Bate, qJ625.7 B31

*How Superhighways Are Made, David C. Cooke, J625.7 C77

Katy and the Big Snow, Virginia Burton

† Activities thus indicated are suitable for the less able academically.

Children

I Know People, Hunnicutt and Grambs, j372.4 H93

Let's Look Under the City, Herman and Nina Schneider, j352.5 S35

Teacher

Classroom References--Recreation

In City, Town, and Country, pages 36-41, 175-182

Around the Home, page 179

Fun in Pittsburgh

Pittsburgh, A Good Place to Live, pages 21-37, 61-62

"Guidebook," *In City, Town, and Country*, pages 122-126, 214-216

Library References--Recreation

Let's Go to the Zoo, Laura Sootin, j590.7 S71

Zoo Babies, William Bridges, j590.7 B742

Classroom References--Safety and Traffic

In City, Town, and Country, pages 8-17, 20-25, 98-103

Your Town and Mine, pages 194-197

Ways of Our Land, pages 74-75

Workers in Pittsburgh, pages 14-24

"Guidebook," *In City, Town, and Country*, pages 107-110, 114-118, 167-170

Library References--Traffic and Safety

Children

Let's Go to a Police Station, Laura Sootin, j352.2 S71

**Your Police*, George J. Zaffo, qj352.2 Z17

Policemen, Ina K. Dillon, j352.2 D58

†True Book of Policemen and Firemen, Miner, j352.2 M72

Firemen, Jane Hefflefinger and Elaine Hoffman, j614.84 H41

Let's Take a Trip to the Firehouse, Naomi Buchheimer, j614.84 B84

Teacher

Classroom References--General Service

Your Town and Mine, pages 187-203

Around the Home, pages 25-39

Ways of Our Land, pages 173-174

"Guidebook," *Your Town and Mine*, pages 128-137

Library References--General Service

Billy Lives in Maplewood, Alta McIntire, j372.4 M172

Our Community, R. W. Burkhardt, j300.B91

Town Meeting Means Me, Mina Turner, j352 T86

Helpers, J. F. Waddell and others, j640 W11h

Children

More Friendly Helpers, Elaine Hoffmann, J372.4 H67m

Mostly About Pittsburgh, Carsten Ahrens

Interdependence Within Our State and Beyond Our State

Understandings to be developed:

The people of Pittsburgh and neighboring communities depend on each other.

There are other kinds of communities in Pennsylvania where people work and plan together.

Teacher

Discuss rural communities with which the children are familiar through camp or other vacation experiences.

Look at aerial views of a rural community and a metropolitan area. Help the children see how concentrated the cosmopolitan area is as compared with the spread-out plan of the rural area.

Compare the way of life in the rural community with the way of life in Pittsburgh.

Transportation	Shopping facilities
Services	Recreation

Map development

Look at a map of Pennsylvania and notice the difference in the symbols used for rural and metropolitan areas.

Note: Use a map on which the cities are marked by an outline of the shape of the city.

Classroom References

Children

In City, Town, and Country, pages 96-139

Teacher

"Guidebook," *In City, Town, and Country*, pages 163-191

Children	*Teacher*
Your Town and Mine, pages 26-27	"Guidebook," *In City, Town, and Country*, pages 16-17
Around the Home, pages 4-24, 187	"Living and Learning," *In City, Town, and Country*, pages 32-34, 48
Our food comes from many different places.	Point out the kinds of foods that come from nearby communities. Dairy products Vegetables and fruits Poultry Discuss foods that come from farther away (Other parts of the United States and world). Meat Fish Fruits and vegetables Grain products Coffee Sugar *Tell the story of a loaf of bread. *List foods that we should eat each day. *Explain different ways of keeping foods for a long time.
Field trip	Plan a trip to: A farm A food processing plant, such as Heinz's A bakery A supermarket
Map development	On a map locate places from which we obtain foods discussed.

Obtain a large outline map of the United States which will be used throughout this unit on interdependence. At this time locate the parts of the United States from which our foods come.

Classroom References

Children

In City, Town, and Country, pages 142-155

Your Town and Mine, pages 29-65

Around the Home, pages 41-100

Ways of Our Land, pages 1-17, 32-45, 84-89, 98-116, 132-140, 186-190

Working Together, pages 41-90, 246-247

†*Workers in Pittsburgh*, pages 6-12

**Pittsburgh From Fort to City*, pages 44-45

Teacher

"Guidebook," *In City, Town, and Country*, pages 196-203

"Guidebook," *Your Town and Mine*, pages 20-45

Library References

I Know People, Hunnicutt and Grambs, J372.4 H93

Living Together in Town and Country, Prudence Cutright, J300 C95L

Materials for our clothing come from many places.

Point out that there are many stores in Pittsburgh where clothes can be bought.

Discuss the fact that clothes are made from various materials that come from other places.

Wool	Linen	Rubber
Cotton	Leather	Synthetic fibers

*Make a chart showing the different kinds of materials used for our clothing.

*Make a chart showing the different kinds of cotton materials or wool materials, etc.

Map development

On the map showing food sources, add the places from which clothing materials come.

Classroom References

Children

In City, Town, and Country, pages 156-159

Your Town and Mine, pages 67-98

Around the Home, pages 102-134

Ways of Our Land, pages 55-59

Working Together, pages 91-124

Teacher

"Guidebook," *In City, Town, and Country*, pages 204-207

"Guidebook," *Your Town and Mine*, pages 46-65

Library References

Living Together in Town and Country, Prudence Cutright, J300C95L

Many materials are used to build our homes. Some of them are made in Pittsburgh and some come from other parts of our country.

Discuss the kinds of building materials that are produced in Pittsburgh and vicinity.

Bricks	Aluminum
Cement	Plumbing supplies
Glass	Electrical equipment
Steel	Paint

Discuss the kinds of building materials that come from other parts of our country.

Lumber
Roofing materials
Marble

Help children appreciate the fact that Pittsburgh produces building materials for our city and other communities and, in turn, depends on other communities for building supplies it lacks.

Make a chart to show the building products for which Pittsburgh is famous.

*Read about homes around the world and report to the class.

Field trips

Plan a trip to a builder's supply company to see the various kinds of building materials. Look on the labels to find out where they are produced.

Plan a trip or trips to watch any construction that may be going on in the community.

Map development

On the food and clothing products map, add the places from which our building supplies come.

Classroom References

Children

In City, Town, and Country, pages 160-166

Your Town and Mine, pages 99-128

**Around the Home*, pages 135-168

Ways of Our Land, pages 142-147

Working Together, pages 9-32, 33-37*

†*Homes in Pittsburgh*

**Pittsburgh From Fort to City*, pages 28-48

Teacher

"Guidebook," *In City, Town, and Country*, pages 207-210

"Guidebook," *Your Town and Mine*, pages 66-87

Library References

Children

I Know People, Hunnicutt and Grambs, J372.4 H93

Homes Around the World, Kathryn Jackson

Teacher

Various kinds of communication help to bring the people of Pittsburgh and other communities together.

Help the children to be aware of the various kinds of communication.

Letters, telephone, telegram
Television, radio, movies
Newspapers, books, magazines

Help the children to appreciate how these various types of communication bring people together.

Have your news discussion early in the afternoon. Use the news the children heard at lunch time.

Write a letter to the third grade class the children visited in the fall. Tell something about what has happened since then.

Make a chart showing ways we can receive messages: through our ears, with our eyes, with our fingers (braille and sign language).

Develop a primary newspaper. Have classroom reporters to gather news, editors, etc.

*Look up other methods of communication such as Morse code, smoke signals.

*Learn to speak a few words of greeting or common expressions in other languages spoken in the children's homes.

Note: The teacher is urged to make sure the children are given the proper pronunciation.

Field trip	Take a trip to a local newspaper office, television station, or some other center of communication.
Map development	Locate on a map of Pittsburgh, centers of communication that would be of interest to your group, such as television towers, local newspaper office, or post offices.

Classroom References

Children	*Teacher*
In City, Town, and Country, pages 171-174	"Guidebook," *In City, Town, and Country*, pages 212-213
Your Town and Mine, pages 146-149	"Guidebook," *Your Town and Mine*, pages 97-99
Around the Home, pages 184-186	
Working Together, pages 165-196	
Workers in Pittsburgh, pages 43-50	

Library References

I Know People, Hunnicutt and Grambs, j372.4 H93

Our Community, R. W. Burkhardt, j300 B91

News and How Its Travels, W. W. Simpson, j384 S61

We must plan and work together to conserve natural resources.	Develop with the children an understanding of What conservation means Why we are interested in it How it can affect our lives

Discuss what the people in the Pittsburgh vicinity are doing to

Prevent pollution of rivers

Prevent floods

Prevent soil erosion

Protect and preserve wildlife, forests, and places of scenic beauty

Restore areas ravaged by strip mining

Field trip

Take a trip in the school vicinity to observe any evidences of soil erosion or other waste of natural resources.

Take a trip to a nearby park to appreciate the results of conservation.

Classroom References

Children

In City, Town, and Country, pages 66-79, 90-95

Your Town and Mine, pages 100-103

Around the Home, pages 178-181

Ways of Our Land, pages 53-55, 147-148

Working Together, pages 17-18

Teacher

"Guidebook," *In City, Town, and Country*, pages 141-152, 158-162

"Guidebook," *Your Town and Mine*, pages 70-73, 78

Memorial Day

Understanding to be developed:

Memorial Day is the day set aside to remember those who gave their lives for our country.

Discuss the meaning of Memorial Day and the various ways of celebrating it. (Parades, decorating graves, displaying the flag, etc.)

Classroom References

Children

Holiday Reader, pages 179-181

Teacher

Flag Day

Understanding to be developed:

We honor and respect the flag of the United States.

Point out to the children that the flag is a symbol of our country.

Teach the children the meaning and significance of

The colors: Red--bravery
White--purity
Blue--loyalty

The stripes: One stripe for each original state

The stars: One star for each state

Develop the meaning of the Pledge of Allegiance.

Discuss the places and occasions on which the flag is displayed.

Make a chart of rules related to the use of the flag.

Read a story about the first flag.

Classroom References

Children

Holiday Reader, pages 173-178

Teacher

"Living and Learning," *In City, Town, and Country*, pages 78-79